REPORT RESUMES

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GUIDELINES FOR TEACHING THE "UNDER-EDUCATED" ADULT.

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THE WASHINGTON STATE DEPARTMENT OF PUBLIC INSTRUCTION PREPARED THESE GUIDELINES FOR TEACHERS OF UNDEREDUCATED ADULTS--ILLITERATE, FUNCTIONALLY ILLITERATE, AND NON-ENGLISH-SPEAKING. THE RATE OF ILLITERACY HAS BEEN DECLINING, STANDING IN 1960 AT 18,059. FUNCTIONAL ILLITERACY IS HARDER TO DEFINE SINCE CRITERIA ARE CONSTANTLY CHANGING, BUT IT IS FOUND MOSTLY AMONG RURAL POPULATIONS AND MIGRANTS. IN 1960, THERE WERE 178,658 FOREIGN-BORN PERSONS IN THE STATE. STUDENT-TEACHER RELATIONSHIPS ARE DISCUSSED FIRST--THE PROBLEMS OF THE SCHOOL SITUATION FOR ADULTS, DEVELOPING STRONG MOTIVATION, A MINIMAL TESTING PROGRAM, VARIED METHODS OF TEACHING DEPENDING ON THE TYPE OF STUDENT, AND DESIRABLE TEACHER QUALIFICATIONS. COMMUNICATION SKILLS ARE PRESENTED IN A SEQUENTIAL MANNER TO SHOW THE STUDENTS THE EVERYDAY APPLICATIONS OF SUCH SKILLS FOR THEIR ADVANTAGE--ENGLISH LANGUAGE (GRADES 0-3, 4-6, AND 7-8), SPELLING, READING, HANDWRITING, AND ARITHMETIC. INCLUDED IN THE APPENDIX ARE TIPS FOR TEACHERS, A CONDENSED READING CURRICULUM, A BIBLIOGRAPHY OF TEXTS FOR TEACHING READING, BASIC READING TEXTS, SUPPLEMENTAL READING MATERIALS, A LIST OF AUDIOVISUAL AIDS, AND FILM CATALOGS. (EB)

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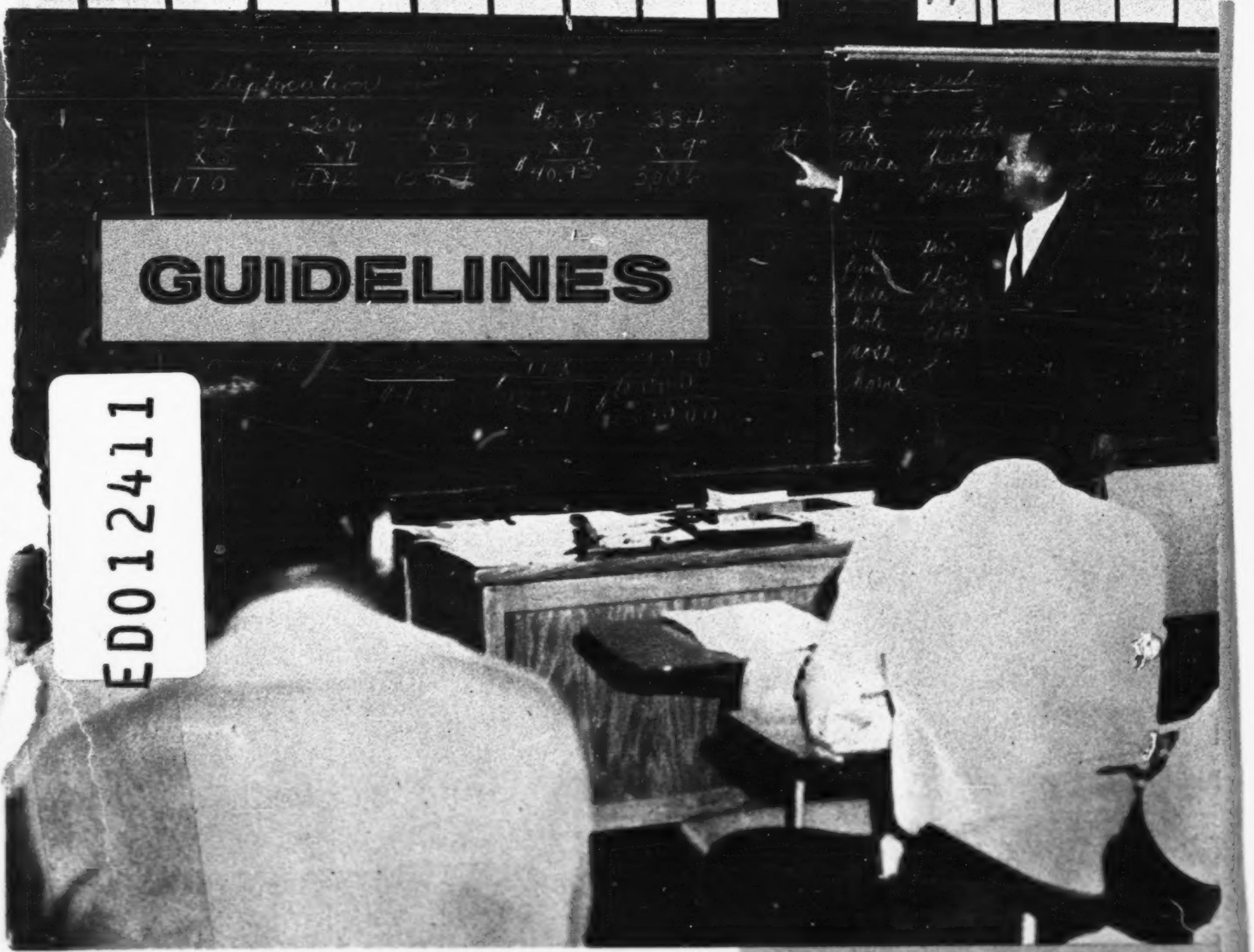

GUIDELINES

for teaching the "UNDER-EDUCATED" ADULT

AC 000 828 E

LOUIS BRUNO
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Guidelines For Teaching The "Under-Educated" Adult

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Foreword

In this era of prosperity, of large sums voted by the states and by the Federal government for education from kindergarten through graduate school, it seems incredible that there is still a small, lonely group of our citizens who can neither read, write, nor perform the simplest kind of arithmetic.

In the belief that each of these individuals who has failed to profit by a first chance must have a second and even a third chance to transform himself from a liability to an economic asset, to become a real person who believes in himself, we have formulated guidelines for instructing the "under-educated" adult in the State of Washington. It is our hope that those who teach these people will help them not only to achieve the equivalent of an elementary education, but will infuse in them a sense of well-being, personal satisfaction, and pride and dignity in learning.

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State Superintendent of
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Introduction

These guidelines have been revised to enable teachers of Adult Basic Education classes to chart a definite course that will provide educatitonal opportunities for the under-educated adult in the shortest time possible.

Adult Basic Education is an elementary level education for adults who have attained age eighteen and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability.

The emphasis in the classroom should be on communication and computational skills such as reading, writing, speaking, listening, and arithmetic. In teaching these skills, such adult experiences as consumer buying practices, health habits, relations with other members of the family and community, homemaking, and citizenship responsibilities should be used.

The successful teacher will employ a variety of combinations of methods in teaching to obtain maximum results.

As each teacher knows, adults will progress in learning at a more rapid pace than children. It is therefore important that instruction be individualized at every opportunity.

Chapter I

The Problem And Extent Of Illiteracy

For a nation that has prided itself in possessing one of the lowest illiteracy rates in the world, it may come as a shock to the general population that illiteracy and under-education have now emerged as two of the nation's major social problems. Although the problem is country-wide, the intensity of it varies from community to community. It is most acute in the larger urban areas of the U. S., but no state is totally without *some* illiteracy. The problem of literacy is related to many other current problems including unemployment, school drop-outs, urbanization and other social phenomena such as immigration and migration.

It is estimated that between eight and nine million adults of at least 25 years of age have become unemployable because of their low literacy level. While they may be able to read and write, their functional level is too low to secure a job or to take retraining for a new position when their old job disappears.

The blunt truth is that as a society we have allowed the problem to exist without much attempt at solution. It has not received attention from either the general population or the education profession.

"On the basis of two surveys made by the U. S. Office of Education in 1948 and 1950, it was estimated that 90,000 adults were enrolled in literacy classes, but 60,000 enrollees were of non-English speaking background. In other words, of the little that was being done, the major part was focused on the needs of immigrants. It was concluded that less than two per cent of the total number of illiterate adults in the United States were enrolled in formal education classes.*

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*McNurrin, Sterling, Commissioner of Ed., U. S. Congress, Adult Basic Education Hearings.

Adult Illiteracy in the State of Washington*

There appears to be no thorough, up-to-date, consistent or uniform information about adult illiterates living in Washington, partly, perhaps, because illiteracy is so difficult to measure. In the first place, it is not precisely defined. Technically, and until relatively recently, illiteracy was defined as the inability to read and write a simple message. For practical purposes, Americans are likely to define illiteracy as the inability to read and write a simple message in English.

During World War II, the U. S. Army used the term "functional illiteracy" to refer to persons incapable of understanding written instructions needed for carrying out basic military tasks. The current economic and educational fields are defining functional illiteracy as whatever is considered below the minimum educational level possible to utilize vocational training for the present labor market. Such educational level is measured variously: (1) completion of 5 years of school, or (2) completion of 8 years of school, or (3) achievement test score above 5th school year, or (4) achievement test score above 8th school year.

Adult illiteracy has not been measured thoroughly in Washington, but various attempts to do so have been made in terms of persons over the age of 14, 18 or 25 years old. Keeping in mind the population of Washington in 1960—2,853,214 persons—these are the most significant measurements that have been made about the extent of illiteracy in this state:

1. It is estimated that 18,059 persons 14 years old and over were unable to read and write a simple message in English or in any other language in 1960. This was .9% of the population in that age group. Three states had lower percentages.—Bureau of Census. WEA estimated that more than 23,000 Washingtonians could neither read nor write in 1960.
2. 58,186 persons 14 years old and over had completed less than 5 years of school in 1960.
3. 221,155 persons 14 years old and over had completed less than 8 years of school in 1960.
4. 78,000 persons 18 years old and over had completed less than 6 years of school in 1960.
5. 53,842 persons 25 years old and over had completed less than 5 years of school in 1960.—Bureau of Census.
6. 185,119 persons 25 years old and over had completed less than 8 years of school in 1960.—Bureau of Census. The SPI Bulletin on *Adult Basic Education* of 7/15-16/65 states that 116,000 adults have completed less than 8 years of school.

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*This report has been prepared to satisfy the recent demands for information on Adult Illiteracy in the State of Washington.

Just as there is no universally accepted definition of illiteracy, and just as no precise measure of the number of adult illiterate persons has been made, so also the precise and irreducible causes for illiteracy are not known or universally accepted. Illiteracy has been related to certain characteristics, however, which may have direct bearing upon it.

1. In 1960 there were 178,658 foreign-born persons in Washington. Their native language may not have been English, a fact which would make it difficult for them to achieve literacy in English.

2. Formal education of non-Caucasians stops somewhat sooner than does that of Caucasians.

   a. 58,186—2.9%—persons of all races 14 years old and over had completed less than 5 years of school in 1960, but 5,953—9.2%—non-Caucasians 14 years old and over had completed less than 5 years of school in 1960.

   b. 221,155—11%—persons of all races 14 years old and over had completed less than 8 years of school in 1960, but 14,376—22.2%—non-Caucasians 14 years old and over had completed less than 8 years of school in 1960.

3. Where an individual lives in this country—and this state—and whether he has always lived there or has moved around seems to bear upon his chances of becoming an adult illiterate.

   a. About one-half the total population of Washington had moved at least as far as from one county to another between 1955 and 1960.

   b. 1,275,354 Washingtonians in 1960 had come from other states: 79,536 from New England, 606,411 from North Central states, 193,158 from the South and 378,087 from other Western states.

   c. Though most functional illiterates live in urban areas, the percentage of population functionally illiterate is highest in rural farm areas; however, the fact that the percentage of rural farm dwellers aged 7-13 years not enrolled in school is lower than the percentage of urban dwellers who are not may indicate that adult illiterates are not necessarily bred in rural farm areas, but merely that they live there as adults, perhaps because the level of work and existence demands less literacy than in other areas.

   d. In 19 counties, the problem of functional illiteracy is greater than it is statewide (3.4% of persons 25 years old and over have completed less than 5 years of school). The problem is greatest in Yakima (7.6%) and Pacific (5.6%) counties.

   e. Washington is the home part of the year for at least 20,000 migrant agricultural workers (the State Department of Health claims that there are 60,000 adult and child migrants per year in this state)—some of them with families—most of whom do not stay in one place long enough to become well educated. Some of them have the additional disadvantage of speaking English poorly in an English-speaking land.

    (1) 16% of the adults have no education.
    (2) About 6%—1,738 persons—of the elementary enrollment in 28 school districts in 1960 consisted of migrant agricultural pupils.
    (3) In 19 counties, migrants are likely to span a crop season which extends to some significant degree into the school year.

4. Unemployment and poverty appear to be both causes and effects of illiteracy.
    a. There were 104,741 persons earning less than $3,000 in 1959 who could be called functionally illiterate.
    b. The median incomes of only two groups of persons with less than 8 years of formal education were over $3,000: males with 5-7 years of school completed, especially urban males in that category.

5. The educational level in the state reformatory, where younger men generally are confined for less severe offenses than in the state penitentiary, is higher than that in the penitentiary, but both the mental level and the scholastic achievement test level are higher in the penitentiary. It appears that some of the brightest persons committed to Washington's institutions for adult correction have received the least formal education.

6. Non-attendance at school is one immediate cause of illiteracy.
    a. For any particular class, elementary and senior high school enrollment dwindles year by year. In elementary classes measured from 1953 to 1963, an average of 1,073 persons withdrew from each during its elementary career.
    b. Average daily absence from school in 1964 was 4.9% of enrollment. The figure is relatively low (moreover, it is the lowest in the nation), but it may have significance re illiteracy.

7. The reason that some persons do not attend school or withdraw from school is that they are sufficiently mentally retarded to be unable to learn to read.
    a. At the end of fiscal 1964, there were 5,136 persons either residing in or awaiting admission to institutions for mentally retarded.
    b. Males outnumber females.
    c. The State Department of Institutions applies the generally accepted figure of 3% as that part of the population which may be assumed to be mentally retarded. Estimating Washington's population in 1964 to be 3,088,200, the Department estimated that 92,646 persons in this state in 1964 were mentally retarded.

8. School enrollment, school attendance and capacity to learn depend to some extent upon the condition of a child's health.
    a. Of 2,770 Spokane 4th graders surveyed in 1962, 18% lived in homes without one natural parent, a fact which may have influenced the mental or emotional health of some.

b. Examination of occupations of patients in Washington's mental hospitals in fiscal 1964 reveals that the two highest categories are those of housewife (1,147 persons, 27% of total) and unskilled labor (602 persons, 14.2% of total), neither category demanding literacy.

c. Among 1,347 clients of the State Division of Vocational Rehabilitation whose cases were closed (clients employed, considered rehabilitated) during fiscal 1964, 24 (1.8%) had not completed 5th grade; 97 (7.2%) had not completed 8th grade.

If illiteracy is defined as the inability to read and write a simple message, the rate in Washington is declining. If we measure functional illiteracy, the rate may not be changing as dramatically, since the level of our criteria appears to be ever rising.

Prepared under supervision of the State Office of Public Instruction

ALAN METCALF
Research Director

Chapter II

Characteristics Of The "Under-Educated" Adult

The under-educated adult is defined for our purposes as one who would normally be considered (1) illiterate, (2) "functionally illiterate," or (3) non-English speaking adult.

Definitions

Illiterate—This group forms a small percentage of the total population which can neither read nor write. Literacy education for them means starting at the beginning level.

Functionally illiterate—The functional illiterate forms the largest single group of literacy problems facing the nation. While not absolutely illiterate, their functional level is so low that it is impossible to give them any kind of vocational training. On a standardized test, the functional illiterate usually would fall below the fifth year of school achievement.

As the functioning capacity of the adult population rises, the threshold of functional literacy will vary. Some experts believe that functional literacy begins at about the fourth grade reading level or its equivalent, whereas others believe that functional literacy should be as high as the eighth grade in achievement.

Adult new reader or new literate—This person is one whose "childhood education for one or more of many reasons, failed to make a functional reader of him; he is now, or has recently been taking part in one of the adult literacy programs. He is, perhaps, not so much a new reader as a newly improved reader, once again climbing the educational ladder."

The non-English adult—Of the more than eight million adult illiterates, it is estimated that three and one-half million are made up of foreign-born people.

In most instances, their "illiteracy" is only in the English language, since they may possess complete competency in their native language.

Causes and Implications of Illiteracy

The causes of illiteracy are many and varied. It must be recognized that under-education is not necessarily a disgrace nor does it necessarily indicate low intelligence. There are many adults who, because of lack of opportunity as children, have grown up into a world which they now find frustrating and frightening. In many instances, no schools were available to them. Others came from large families where economic factors were such that early employment was necessary for family survival. Others faced unhappy school experiences which in turn led to low achievement and early leaving of school. Still others have led a migratory life, never staying in one place very long, traveling between communities lacking adequate provision for children of migratory workers.

For whatever cause or combination of negative circumstances, there are those with little, if any, ability to read and write simple words, or achieve rudimentary grammar school level of performance in basic skills. But as an adult, this problem is much more complicated if we add the lack of ability and understanding of skills necessary to finding and keeping a job, obtaining the necessities of life, making wise use of leisure time and assuming citizenship obligations in the community.

The problem of the under-educated adult revolves around three major areas. First and foremost is his economic situation, followed closely by the personal and social aspects of the problem and then the problem of adequate citizenship.

Economics—The majority of under-educated adults find employment in the field of unskilled labor, an area of fewer and fewer job opportunities. As a consequence, they are restricted to the lower socio-economic levels and confined to this position because of their literacy level. In 1920, one in four workers was unskilled. By 1960 it had reached 1 in 16, but by 1970 it is estimated that only 5 per cent of available jobs will be for untrained individuals. The person who can not benefit from advanced training because of his low level of literacy thus finds himself in an ever-increasingly competitive job situation. It is reported by the Washington State Department of Public Assistance that many of the adults on their rolls are functional illiterates. It is for this reason that recent federal legislation has made it possible to establish programs to raise the literacy level of these people, so that it will be possible for them to receive vocational training and ultimately become self-supporting citizens.

Personal and Social—Closely related to economic independence is the impact of literacy on the development of a stronger sense of personal worth. One of the most gratifying rewards to individuals who have participated in literacy training has been the building of stronger feelings of adequacy in the culture of our society.

To have grown into adulthood without having gained the fundamental educational skills of an average ten year old child can be a devastating loss to self esteem. Compensations for this lack are many and varied. Defenses are built that are difficult to overcome, but when they are, and the adult is successful, it is not unusual for stronger personalities to result.

Citizenship—Citizenship education is a strong influential goal for all of general education and all people in a free society. The American people have come to regard a high school diploma as closely related to minimum citizenship training. If large numbers of our adult population fall short, then our nation in turn is not as strong as it might be. Little can be found in the material on literacy education that is closely related to citizenship. Most courses are characterized by improving proficiency on the job or other business and economic implications. There is an apparent need to add diversity to the literacy program, which if taught, will contribute to the motivational aspect of the total program.

Chapter III

Student Teacher Relationships

Orientation

To most under-educated adults the school situation poses many problems. Entering school again, or even for the first time, brings about many anxieties. The failure, social unacceptance, and ridicule they have experienced most of their lives cause frustration and fear. To them, entering a school building is extremely important. A friendly approach by school personnel, simple precise directions by the teachers and counselors are necessary. There should be well-designed classrooms and as little confusion to room assignment as possible. It might be noted here that self-contained classrooms are a must at the lower levels, where the one teacher, one classroom situation means security.

The student must be oriented to school routine. Since only adults are involved in this type of program, it is necessary that routines be established for smoking and coffee breaks. This will vary according to class schedules and space availability.

It is important that students have an opportunity to consult with a counselor or teacher about problems that arise in school, home, or community. The teacher does a great deal of counseling, since the student is often reluctant to discuss his troubles with anyone unfamiliar to him. Many times the problems are comparatively minor and only reassurance is needed.

Motivational Techniques

Modernization and automation in industry today create demands for a different type of labor force. This means retraining people to new skills, which in turn necessitates a return to vocational-technical schools and community colleges.

The unskilled workman finds fewer jobs available, and the result is increasing unemployment. He is the last hired and the first fired. To keep pace, a return to school is in order. Many people found that because they lacked the skills necessary to enter or succeed at the adult education level of the vocational schools, they were unable to improve their status in life. It was out of need that such classes were started for the training of this unskilled force.

With educational opportunity open to these under-educated adults, there developed a different attitude toward education and a brighter outlook for the future. It follows then, that the first steps in a successful "return to school" program is to establish solid personal and vocational goals for the student.

The first three weeks of the adult program is the critical period of motivation. The adults must feel appreciated, the environment must be free of pressures and the student must feel successful. The teacher must establish rapport with the group and the individual. Adults are not an involuntary audience. They do not have to attend! They will return because the learning situation is pleasant and rewarding to them as individuals.

1. **Personal goals**—Under-educated adults may have unrealistic personal goals. Their ideas as to what school can do for them are sometimes out of proportion to their ability. It becomes necessary for the goals to be established in relation to the individual. The counselor or teacher can do much along these lines in directing the student toward realistic immediate and future goals.
2. **Vocational goals**—The student should have some understanding of the vocational fields open to him. He should be guided along these lines and given the opportunity to observe first hand the vocations best suited to his particular situation. Vocational goals should be discussed in the program as soon as the need arises. Counseling service should be provided and information pertaining to job opportunities and future training be made available.
3. **Assuring success**—The under-educated adult has a tendency to be easily discouraged. His self-evaluation may be one of failure and his olutook on life is dim. He must be encouraged continually through a positive approach.

Although functioning at a primary or elementary level, there is a need to be treated as an adult. Their lack of basic skills has driven them in search of help, and the desire to achieve is strong. Most under-educated adults have developed, through necessity, a fair conversational pattern to cover inadequacies. To an untrained observer, these persons appear to be about average in educational achievement. They have lived with this handicap all their lives and are skilled in hiding ignorance by excuses, changing the subject, guessing, or complete silence. One of the major barriers that must be overcome is this unrealistic approach to their problems.

In the classroom, with adults reading and progressing on the same level, the student is able to look at his problems realistically. With great patience and skill, the teacher must break down the barriers that the student has erected and give him a more meaningful approach to his problems. Unless this is done, the student will continue to hide his shortcomings and consequently fail to achieve or gain from the program.

Students learn as a result of teacher-student activity. The student must be a partner in any learning situation. Motivation is the key role of the teacher, the student must understand and participate in defining his needs and goals in the educational experience.

Evaluative Techniques

The testing program in Basic Skills should be held to a minimum, especially at the I and II levels.

Tests must be used with extreme care, since many of these people view the test as the instrument that established their failure at school.

Tests should be on the basis of individual judgment based on interview as much as possible at the beginning stages and then as success is established testing may become standardized.

All students should be carefully prepared for test taking. Purposes and techniques of test-taking should be completely explained.

Placement Tests

1. *Formal testing*, using standard techniques, is given when the person enters the program. This is done in order to identify the functioning level of the individual. Then appropriate placement can be made. This testing may follow two patterns:
2. *Group testing*—Use a standardized test that will give a grade level score. This may be done at a pre-arranged time, before the term begins or on the first day.
3. *Individual testing*—This is a more personal approach used with latecomers or persons who miss the group testing. This can also be given to individuals unable to follow the directions for the group test. A good test for this purpose is the Wide Range Achievement Test. It might be noted at this point that the mechanics of working a test, such as placement of answers, may cause a student to score low. This should be considered when assignment of the individual is made. The results of the test should be treated in a positive way and translated into more meaningful terms with relation to goals set for the student.

Informal classroom testing

1. *Basic Skills I*—It is difficult to set up any formal test at this level that would be of great assistance to the teacher. Here the student may do poorly on standardized tests, and responses to test questions may be mostly guesswork.

   Informal classroom testing, such as spelling, word recognition, arithmetic skills, etc., is carried on with immediate goals set and confidence strengthened on a day-to-day basis. The goals here must be short range, as progress tends to be extremely slow.
2. *Basic Skills II*—Formal testing at this level is still held to a minimum, although the student becomes exposed to the mechanics of formal testing in his regular classroom work. This is done through familiarization with types of questioning used in testing, i.e., multitple choice, completion, true-false, and subjective, with emphasis on following directions. Wider goals are set up for the student, expanding from day-to-day to week-to-

week goals. Teacher-testing continues on a broader scale in all subject areas as the student progresses.

3. *Basic Skills III*—At this level there is more formalized testing in all areas of instruction. Long-range goals are set as to future education or job placement.

   The mechanics of testing are strengthened through types of test questions used, with emphasis on reading, following directions, speed in reading, and concentration. The student should be made aware of the importance of testing and the use of tests in society.

Achievement tests

Achievement testing is done on all levels in relationship to ability. The results are used to show individual achievement and uncover further needs of the student. These tests are given after a set period of instruction to measure progress and for motivational purposes. The results of the test must be interpreted in a positive manner for the student, especially for those who show little advancement or even regression.

Methods of Instruction

Methods of instruction will vary according to the community, urban or rural, type of student, migrant farm worker, city welfare participant, or ethnic group. It becomes necessary for the plan of instruction to be geared to fit the needs of individuals, not to fit the individual to some set plan. It is necessary throughout to strengthen the confidence of the individual in order to improve learning.

Confidence is secured through a "find out what you don't know and do something about it" attitude.

Instructional Organization

The Basic Skills program will vary according to community size and need, facilities, teacher availability and class load. In smaller programs one class could be conducted with students of wide-ability range; in larger areas the breakdown into several levels is necessary where enrollment and availability of facilities and staff are greater.

The ideal situation is small classes with students closely grouped according to ability. The following plan has been successfully carried on in large districts:

Basic Skills I—Grades 1-3 (Small classes up to 15)
Basic Skills II—Grades 4-6 (Up to 20)
Basic Skills III—Grades 7-8 (Up to 20)

With three teaching units the program should have a counselor and director.

The Director

The director or coordinator sets up the organization, teaching units, class size, and standards. In many cases, where classes are few, coordinating and counseling will be done by the same person.

The Counselor

The counselor gives leadership to students in the program. His main function is to provide guidance; he will make available information regarding job opportunities, qualifications and future training. Working with the teacher he may assist in testing, grouping, motivation, and promotion.

The Teacher

The teacher is the key to the success of the Basic Skills classes. His personal approach to the problems within the class, his understanding of individual needs and his friendly *adult* approach are all necessary to achieve educational success. Each session should include personal student teacher contact and allow the student to leave the session knowing he has learned something.

It must be kept in mind: these students are adults and should be treated as adults. They have not been, for one reason or another, successful in a learning situation, and attending classes may pose problems difficult to understand. Habits they have formed although in most cases not good or expedient, are for them functional. It is necessary to introduce them to more efficient ways through discovery. Seeming lack of attention, health, study and personal habits, must not be magnified. With these things well in mind, the teacher strives for educational progress.

Group and Individual Instruction

As the student progresses there is a change in orientation. In *Basic Skills I*, dependence upon the teacher is considerable for help and reassurance. Thus the program at this level is primarily individual instruction and formation of individual goals.

At *Basic Skills II* level, additional group work is experienced. Increased emphasis is on academic aspects of the curriculum and further advancement in individuality. Dependence upon the teacher is gradually lessened.

In *Basic Skills III*, the student learns to work independently of the teacher, developing concepts and ideas pertinent to his position.

1. *When to group*—For the teacher the side range of ability poses problems. His first job is to get to know each individual, his needs and abilities. There will be many varying levels in all subject areas, and it will be necessary to group individuals in some of the learning areas, particularly reading and arithmetic.

   At each level there will be the high, middle, and low groups. (However, it is best not to use these terms to designate them.) To facilitate handling, there should not be too many groups. The teacher can plan activity for each so as to be able to move from one to another and cover the entire class during a period. In this way the teacher has a personal contact with each person. There will be times when special help may be given an individual in some phase of learning.

2. *How to group*—In grouping students, there must be purposeful planning and goal setting. Directions must be clear and concise.

It will be necessary to work on study and work habits and to continually emphasize the purposeful approach and use of time.

Grouping for oral reading, team reading, and teacher-directed reading can be carried on at the Basic Skills I and II level. In Basic Skills III, the student does more individual work on reading, speed, comprehension, and arithmetic skill. The emphasis here is still on planning use of time and goals, but more on the individual plane.

Teacher Qualities and Selection

Today thousands of communities across the nation are faced with the problems of under-educated adults. Since the problem primarily involves a lack of skills and since it can best be solved in a classroom, selecting an appropriate teacher is crucial.

The teacher will be called upon not only to impart the basic skills necessary in our society—reading, writing, and arithmetic—but also to improve the student's effectiveness in his family and community relationships.

There is no single type of illiteracy and no single method of overcoming it. Each student and community may have different needs.

A basic education program for adults demands teachers who can choose wisely from among the growing array of materials available, teachers who can and will insert teacher prepared materials where they are needed to create the learning experience.

The director, counselors, teachers and secretaries, or anyone in the school program who comes into personal contact with the under-educated adult, must be adequately prepared to deal with their problems. They should have a clear understanding of the program and of adult students' difficulties, shortcomings and lack of basic abilities.

Since the teacher's function is to educate the adult illiterate, certain qualities are desirable.

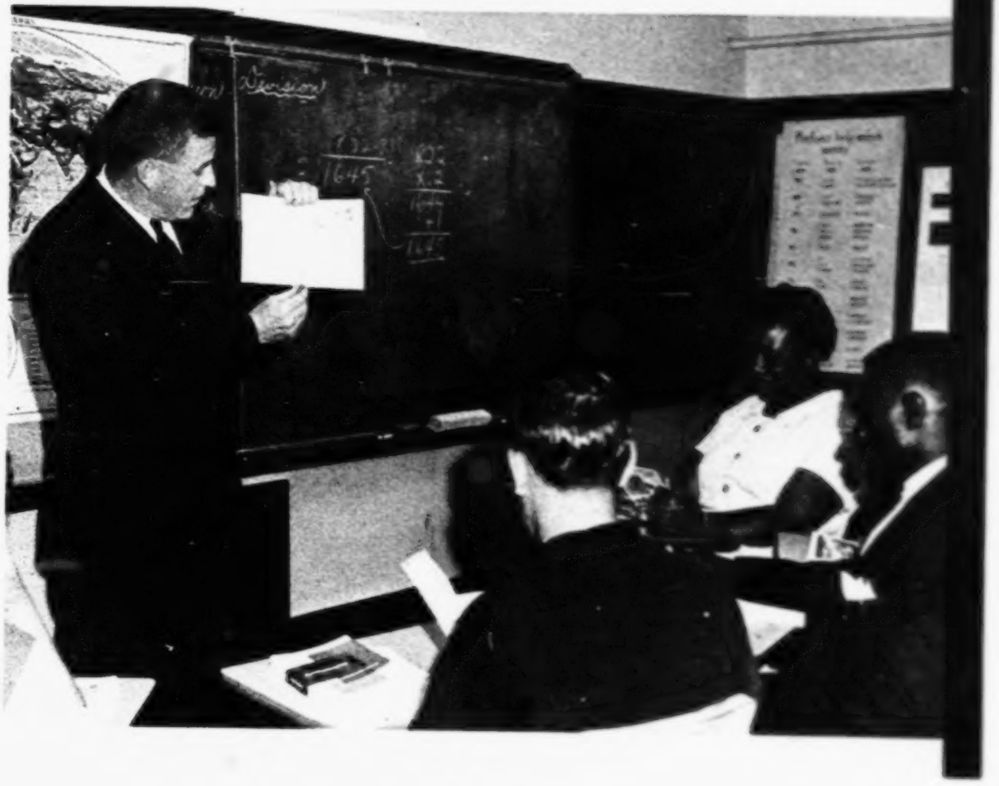
Desirable Teacher Qualifications

1. Aside from being academically qualified, the teacher should possess an infinite amount of patience. A positive, good-natured attitude is necessary, as is the ability to get along well with others, and to accept the adult student without qualification or reproach.
2. Helpful to counseling and guiding the individual are a varied background of work experience in labor or trades and an understanding of the difficulties connected with unemployment.
3. The teacher should have an unending desire to improve the program and the effectiveness of his teaching. "Everyone can learn; all we have to do is find the way" should be the ever-present attitude.

4. A truly sympathetic understanding of the problems of the undereducated should be a part of the Basic Education teacher's character.

Since the necessary qualities of the basic education teacher are not present in a transcript or a proffered job application it is desirable to actively seek this teacher rather than to rely on those who may apply for such a position. It would appear that using the existing faculty (having the essential qualities necessary to the basic education teacher) to recruit new teachers is an ideal way of recruiting.

Steps in division
1. divide
2. multiply
click
3. subtract
click
4. bring down
Division
1645


Division
1645

Chapter IV

Sequence Of Skills

English Language

At home, on the job and among friends, any adult must communicate to live and work comfortably in our complex society. For an under-educated adult, a primary problem is speaking and writing correctly. It's a most important basic skill for him to learn, yet one he may initially consider unnecessary. Not only will English help him to express himself effectively, it will gradually give him a new confidence in himself.

Following are guidelines for presenting communications skills in a manner which demonstrates to students the everyday practical application of such skills for their own advantage.

Basic Skills I—Grades 0-3

1. Major Language Situations
   a. Speaking
      (1) Greetings, introductions, courtesies
      (2) Telephoning
      (3) Informal reports
   b. Writing
      (1) Filling out simple forms
      (2) Listing questions as guides for reading or investigation
      (3) Writing a notice or announcement
      (4) Copying a note of invitation or thanks
2. Major Language Skills
   a. Speech Skills
      (1) Enunciation and pronunciation
         (a) Say words correctly and clearly, with attention to correct vowel sounds, and to the beginnings and endings of words.
      (2) Voice
         (a) Speak loudly enough for all to hear
         (b) Make the voice reflect meaning and feeling
   b. Writing Skills
      (1) Reading and writing signals
         (a) Capital letters
         (b) Periods
         (c) Question marks
         (d) Exclamation points
         (e) Commas

(2) Spelling
(a) Ability to find out (from teacher, book or list) correct spelling of any word.
(b) Habit of spelling all words correctly in all written work
(3) Sentence
(a) Subject
(b) Predicate
(4) Manuscript
(a) Correct form for note or letter and for envelope
(b) Habit of checking written work

c. Listening skills
(1) Recall specific information heard
(2) Acquire a feeling for correct word forms and sentence elements

d. Vocabulary skills
(1) Use newly-learned words in communicating facts and ideas
(2) Understand and use terms met in study of English

e. Sentence sense
(1) Develop the concept of the sentence as a complete thought
(2) Understand need for three kinds of sentences: statement, question, command
(3) Distinguish complete sentence from fragment
(4) Eliminate run-on sentence and "and" fault
(5) Compose correct and interesting original sentences; vary sentence beginnings

f. Thought organization
(1) Learn to stick to a topic in conversation or discussion
(2) Relate the events of a story in sequence
(3) Notice that a paragraph is restricted to a single topic
(4) Make a simple, main-topic outline

g. Correct usage
(1) Learn irregular verb forms
(2) Learn correct helping verbs, tense sequence

(English continued)

Basic Skills II—Grades 4-6

1. Major Language Situations
   - a. Speaking
     - (1) Conversations about individual and group experiences
     - (2) Directions—clear and correct
     - (3) Reporting on assigned projects
     - (4) Announcements, explanations, answering questions, messages
     - (5) Telephoning a request
     - (6) Club procedures: organizing, electing officers, performing secretary's duties, conducting a meeting, making a motion, learning simple parliamentary procedure
2. Specific Language Skills
   - a. Speech skills
     - (1) Voice
       - (a) Speak loudly and distinctly enough for all to hear
       - (b) Strive for clear and pleasing tone
       - (c) Speak with expression, using reading signals (punctuation)
     - (2) Enunciation and pronunciation
       - (a) Speak each word clearly and distinctly, sounding initial and final consonants
       - (b) Use lips, teeth and tongue to enunciate precisely
       - (c) Learn to use pronunciation aids in dictionary, such as syllabication, accent marks and diacritical marks
       - (d) Avoid common errors in pronunciation
       - (e) Practice pronouncing every syllable
   - b. Writing skills
     - (1) Capitalization
     - (2) Punctuation
       - (a) Period
       - (b) Question mark
       - (c) Exclamation point
       - (d) Comma
       - (e) Semicolon
       - (f) Colon
       - (g) Parenthesis
       - (h) Apostrophe
       - (i) Quotation marks
       - (j) Hyphen
     - (3) Paragraph
       - (a) Topic sentence
       - (b) Complete sentences: detail, examples, comparison
       - (c) Indention
       - (d) Detecting extraneous sentences
       - (e) Writing original paragraphs
       - (f) New paragraphs for each speaker in written conversation

(4) Manuscript
(a) Meeting standards for heading, margins, indenting, writing and spelling in all written work
(b) Business letter
(c) Social letter

c. Listening skills
(1) Recall material required to answer specific questions
(2) Follow the logic and sequence of a discussion
(3) Add new, interesting words to the vocabulary
(4) Receive directions and messages accurately
(5) Take notes during a talk or report
(6) Summarize an oral report
(7) Evaluate radio programs and television presentations
(8) Select key words, important ideas, transitional phrases, etc.
(9) Recognize emotive expressions

d. Vocabulary skills
(1) Learn ability to use new words in discussion, reports, explanations, etc.
(2) Get meaning of new words from context
(3) Develop ability to choose vivid, descriptive and action words to add to interest of sentences
(4) Enrich vocabulary by using new meanings for already familiar words
(5) Choose words to express exact meanings
(6) Replace overworked words and expressions by more vivid and interesting synonyms
(7) Apply knowledge of grammar (parts of speech) to aid in selecting the right word for the desired function, as well as the correct word form

e. Sentence sense
(1) Define sentence as complete thought
(2) Recognize and understand the purpose of the four kinds of sentences: statement, question, command, exclamation
(3) Distinguish between complete and incomplete sentences; correct faulty sentences
(4) Vary sentence beginnings
(5) Write original sentences in paragraphs
(6) Avoid short choppy sentences by combining them through the use of connecting words
(7) Use different kinds of sentences to vary expression
(8) Teach subject and predicate in detail, including simple and complete subject and predicate and compound subject and predicate; teach the object of a verb of action and object of a preposition

f. Thought organization
(1) Phrase and arrange sentences effectively
(2) Learn to keep to the topic under discussion
(3) Determine the topic of a simple paragraph
(4) Prepare a three-topic outline

(5) Outline and classify data for a specific project
(6) Outline facts and ideas learned from a talk
(7) Discuss a problem or question in order to reach a conclusion
(8) Organize notes and make an outline
(9) Plan a study
    (a) Break down a broad topic into major problems
    (b) Outline each problem into sequential minor problems or questions

g. Grammar

(1) Learn that nouns may be singular or plural; learn to spell common forms of plurals
(2) Learn to use and to spell singular and plural possessive nouns
(3) Learn function of noun, verbs, pronoun, adjective, adverb, preposition, conjunction and interjection
(4) Recognize the preposition and prepositional phrase
(5) Differentiate between: singular, plural, and possessive pronouns; subject and object forms of pronouns
(6) Agreement of predicate with subject (usage)

Basic Skills III—Grades 7-8

1. Major Language Situations
   - a. Speaking
     - (1) Conversation as a social art, "icebreakers"
     - (2) Discussion: pattern for group discussion; panel discussion
     - (3) Review and reports: factual
     - (4) Club procedure
     - (5) Use of the telephone: business calls
   - b. Writing
     - (1) Writing factual matter, such as an article, and opinion or review, minutes of a meeting, a report on information acquired through use of various skills
     - (2) Practice in editing; self-checking
     - (3) Letter writing: friendly; courtesy, including letters of thanks, acceptance, apology, congratulation, invitation, regret; business, including letters of adjustment, complaint, inquiry, order; telegrams, day and night letters
2. Specific Language Skills
   - a. Writing Skills
     - (1) Capitalization: review skills from grades 0-3 and grades 4-6
     - (2) Punctuation: review skills
       - (a) Comma: with an appositive; after an introductory adverbial clause; set off participial phrase
       - (b) Apostrophe in the plural of a figure or sign
     - (3) Manuscript
       - (a) Form for written papers
       - (b) Letters (business and social)
       - (c) Envelopes and package labels
   - b. Listening skills
     - (1) Enrich vocabulary and background for use in oral and written expression
     - (2) Extend ability to take notes and to summarize a report
     - (3) Receive and interpret directions accurately
     - (4) Recognize bias in a talk, slanted news or opinion
     - (5) Understand and interpret the ideas and beliefs reflected in everyday speech
     - (6) Think critically and objectively about ideas expressed on radio, television, etc.
   - c. Vocabulary skills
     - (1) Systematic plan for learning new words
     - (2) Strive for shades of meaning and for words that sharpen and enrich the context of spoken and written expression
     - (3) Choose forceful verbs and vivid adjectives
     - (4) Develop skill in building words through use of root, prefix, and suffix
     - (5) Develop exactness in speaking and writing
     - (6) Use skillfully all dictionary aids for more correct and effective language

d. Sentence sense
  (1) Vary sentence beginnings by inverting order of subject and predicate or by opening with prepositional phrase or adverb
  (2) Vary sentence beginnings by using subordinate clauses
  (3) Vary sentences by compounding two or more adjectives or two adverbs; by using compound predicates or subjects; by using compound object or verb or preposition
  (4) Vary sentences by use of compound and complex structure
  (5) Avoid "wordy" sentences

e. Thought organization
  (1) Learn techniques of observation
    (a) Ask questions in advance
    (b) Look for specific data
    (c) Compare observed data with known facts
    (d) Draw conclusions
  (2) Take notes and arrange them topically
  (3) Outline data from notes
  (4) Increase knowledge of the paragraph
  (5) Understand an article pattern
    (a) Opening
    (b) Development
    (c) Climax
    (d) Closing
    (e) Summary
  (6) Review the technique of paragraph construction
    (a) In reading, recognize instantly the key thought, or topic of a paragraph
    (b) In writing, build each paragraph around a key thought
  (7) Increase the store of information that the mind can hold by reading, by listening to the radio, by interviewing people and by sharing conversation and dicussion with others

f. Correct usage
  (1) Review all parts of speech
  (2) Agreement of subject and verb
  (3) The double negative
  (4) Verb tense, helping verbs
  (5) Possessive pronoun forms
  (6) Personal pronoun forms in compound subjects, object and predicate pronouns
  (7) Case form of personal, relative and interrogative pronouns
  (8) Agreement of pronouns with noun and pronouns antecedents
  (9) Adjectives and adverbs: degrees
  (10) Verbs; transitive, intransitive and linking
    (a) Agreement of verb and subject in more difficult cases

g. Grammar
  (1) Final review
    (a) Different kinds of sentences; sentence recognition and correcting fragment-fault
    (b) Subject and predicate, both simple and compound
    (c) Object of verb or preposition
    (d) Predicate noun or pronoun and predicate adjective

    - (e) **Agreement of subject and predicate**
    - (f) **Functions and names of parts of speech**
    - (g) **Word and phrase modifiers**
- (2) **Troublesome verbs, with application to correction of usage errors**
- (3) **Function of linking verb and of the predicate nominative and predicate adjective; agreement of pronoun with noun antecedent**
- (4) **Auxiliary verbs**
- (5) **Direct and indirect objects**
- (6) **Adjective and adverbial phrases; the function of prepositional phrases as modifiers**
- (7) **Simple, compound, and complex sentences; coordinate clauses**
- (8) **Conjunctions: coordinating and subordinating**
- (9) **Pronouns: case: relative, interrogative, demonstrative, indefinite, agreement with antecedent; compound personal pronoun**
- (10) **Use of noun, adjective, and adverbial clauses**

Spelling

Because the adult vocabulary is entirely different from that of a child, it is necessary to formulate a list of words used in his everyday living.

As the student learns the sounds of the letters and is able to pronounce simple one-syllable words, he should begin spelling them. The pattern of spelling progress should continue to parallel the phonetic and structural analysis of words through the Basic Skills classes. The spelling list should be kept in a range appropriate to the person's reading grade level. Not only should he know how to spell the word, but he should understand its meaning and be able to use it in a sentence. There are many ways in which to teach spelling, depending upon the group and the teacher's discretion.

Several appropriate basic word lists are available for the various Basic Skills levels. For convenience, however, a minimum Basic Spelling Vocabulary List is included on page 106 of this Guide to provide a guide for spelling words used at each level. To this list may be added words appropriate to community, industry or the everyday life of the student.

Reading

Basic Skills I—Grades 0-3

The under-educated adult entering the reading program at this level has many advantages over the primary age child. He may have a broad background of experience; he may have a larger speaking vocabulary unless he is non-English speaking; he has learned to work at some kinds of jobs and is not likely to be a discipline problem. Visual-auditory discrimination has been established as a general skill but will need to be applied to the process of reading. He is motivated if he sees the necessity for learning.

Among the disadvantages may be a long history of failure, a fear of school and teachers and a precarious social position to be maintained. He is likely to have a self-concept of inadequacy and be reluctant to enter into activities which will point up shortcomings. His life has been devoted largely to the concealment of supposed failures, and he is apt to "cover up" any failure to understand that which is being taught. He will be extremely self-conscious about his lack of skill in the reading process.

It is imperative that the overall program be positive in nature, noncritical in a personal way, devoid of failure and devoted to confidence building.

With these considerations in mind and the necessity for an adult handling of all materials and procedures, the teacher may proceed with the instructional program. The readiness level will be near that of the primary child in third grade. Mastery of the reading process requires the same concepts, study habits, work study skills and procedures for either group. At this level the major portion of class time is devoted to language arts, specifically *reading development,* with more time gradually being released to the development of arithmetic skills as proficiency in reading is achieved.

The following guide is meant to indicate minimal conditions and in no way limit the teacher as to what can be undertaken at a particular level, provided learning is sequential.

The basic mechanics of reading are taught. These are much the same as those taught in the first three grades of school. They include directional skills, simple word recognition skills, and simple comprehension skills. Emphasis is placed upon learning to associate the written word with the spoken word which is usually known.

1. Reading Readiness
    a. The reading program
        (1) Recognition and formation of numerals 0-9 may be valuable as an introductory process. This would provide training in visual discrimination, muscle control for writing and sequential memory
        (2) Recognition and formation of upper and lower case letters of the alphabet—manuscript

(3) Know alphabet
(4) Develop the concept that letters have a name and one or more sounds
(5) Provide practice in listening for sounds in words
(6) Develop listening vocabulary necessary for beginning reading
(7) Develop understanding of left to right progression in reading

2. **Grade I**
   a. Practice audio-visual discrimination
      (1) Initial consonants: b, c (hard K sound), d, f, hard g, h, j, l, m, n, p, r, soft s, t, w
      (2) Initial digraphs: ch, sh, wh, voiced th, unvoiced th
      (3) Initial consonant blends: sc, sk, sl, sm, sn, sp, st, sw, bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, scr, spr, str, tw, thr
   b. Structural analysis
      (1) Endings: s, es, d, ed, ing
      (2) Soft c, z sound of s, soft c sound of es, t, d and ed sound of ed
      (3) Present common compound words made up of familiar words. Pronunciation and meaning of parts should not change
   c. Terms
      (1) Consonant
      (2) Vowel
      (3) Alphabet

3. **Grade II**
   a. Consonants
      (1) Teach qu, k, y
      (2) Substitution of initial consonants using common endings
      (3) Final ch, sh, th, sk, sp, st
   b. Vowels
      (1) a, e, i, o, u, and sometimes w and y
      (2) Auditory training in initial and medial short vowel sounds using only familiar short words
      (3) Dipthongs: ou, ow, oi, oy
      (4) Other vowel sounds, ew, au, aw, o͞o, oo
      (5) Long vowel sounds: a, e, i, o, u
      (6) Medial double vowels: ai, ea, oa, ui, ee
      (7) Final double vowels: ie, oe, ue, ay, ee, ea
   c. Structural analysis
      (1) Endings: y, ly, er, est when added to familiar base words
      (2) Compound words whose meaning, spelling and pronunciation do not change
   d. Terms
      (1) Long vowel, short vowel
   e. Dictionary training
      (1) Order of the letters in the alphabet
      (2) Grouping words according to initial letter
      (3) Finding familiar words in the dictionary when initial consonants vary

- f. Skills
    - (1) Further development of grade one skills
    - (2) Follow directions given in reading material
- g. Build sight vocabulary
    - (1) Dolch Basic 220 word sight vocabulary plus other words appropriate to age and interests
    - (2) Identification of common signs appropriate to needs and ability
- h. Preparatory dictionary training
    - (1) Arrange familiar words into groups according to initial consonants
    - (2) Practice finding words using initial consonant in the dictionary
- i. Skills
    - (1) Discover specific facts
    - (2) Follow sequence of ideas or events
    - (3) Remember significant details
    - (4) Grasp the ideas as presented
    - (5) Anticipate outcomes
    - (6) React to mood or tone of a selection
    - (7) Recognize emotional reactions and motives of characters
    - (8) Relate ideas to knowledge and experience
    - (9) Draw inferences
    - (10) Use context clues for word and meaning

4. Grade III
    - a. Review and practice material learned in grades one and two
        - (1) Practice with words in the sight vocabulary
    - b. Consonants
        - (1) Teach the soft sound of c and g before e, i, y
        - (2) Teach x and z in the final position
        - (3) Teach ph spelling of the f sound
        - (4) Teach silent letters
            - (a) b before t as in *debt* and *doubt*
            - (b) d at the end of a syllable preceeding another consonant as in *handsome* and *Wednesday*
            - (c) c after s as in *scene* and *scent*
            - (d) g before final m or n and before n at the beginning of a word as in *sign* and *gnaw*
            - (e) h in some words and syllables such as *honest, hour, shepherd*
            - (f) k before n at the beginning of a word as in *know* and *knee*
            - (g) l in words such as *would, half, talk, folk*
            - (h) n after m as in *hymn* and *solemn*
            - (i) s as in *aisle* and *island*
            - (j) p as in *cupboard, raspberry, corps, psalm*
            - (k) t as in *listen, castle, often*
            - (l) w before r as in *write* and *wrong*
            - (m) c before k as in *sack, neck, block*
        - (5) Teach the s, z, sh, zh sounds of s

c. Vowels
(1) Teach the schwa sound (___)
(a) Develop concept of syllable stress
(b) Unstressed syllables undergo a softening of the vowel sound
(c) All the vowels may be represented by the schwa sign
(2) Teach vowel sounds affected by r (ar, er, ir, ur, or)
(3) Teach final e generalization (cake)
(4) Teach single-final vowel generalization (she, go, dry)
(5) Teach vowel o followed by ld usually has long sound
(6) Teach vowel i followed by nd, gh, or ld frequently has the long sound
(7) Teach (a-aw) when it is followed by l, ll, w, u
(8) Teach ow as the long sound of o

d. Structural analysis
(1) Teach suffixes s, es, d, ed, ing, y, ly, er, est, ful, less, or, n, en
(2) Teach prefixes bi, for, fore, un, re
(3) Compound words whose meanings are close to the combined or connected meanings of the two words
(4) Syllables
(a) Relationship between vowel sounds heard and number of syllables
(b) Syllables divide between double consonants or between two consonants
(c) A single consonant between vowels usually goes with second vowel
(d) Consonant digraphs and consonant blends are not usually divided
(e) Word endings -ble, -cle, -dle, -gle, -kle, -ple, -tle, -zle constitute the final symbol
(f) Prefixes and suffixes generally form separate syllables
(g) Develop skill in finding first and last syllables
(h) Teach important syllables which will appear as prefixes and suffixes—al, tion, an, de, der, ers, ex, ter, ti, ty, ar, ber, ble, col, el, im, sur, ver

e. Sight vocabulary
(1) Teach though, although, dough—ough, bought, brought, fought, thought—caught, taught, daughter
(2) Contractions—he'll, I'll, didn't, they've, haven't, isn't, musn't, I'm

f. Dictionary training
(1) Review order of letters in the alphabet
(2) Alphabetize according to first and second letters
(3) Practice finding words in the dictionary whose initial consonants are the same

g. Skills
(1) Re-enforcement and extension of skills for grades one and two

(2) Recognizes steps in a process
(3) Recognizes meaning or significance of a selection
(4) Can compare two or more versions of a story
(5) Can work out strange words
(6) Begins to adjust reading speed to material
(7) Can read faster silently than orally
(8) Teach the use of the title of a book
(9) Teach the use of the table of contents for gaining information
(10) Teach the use of the index
(11) Develop skill in finding the topic of a paragraph
(12) Develop selectivity in gathering information for a specific purpose

(Reading continued)

Basic Skills II—Grades 4-6

At this level most of the basic mechanics presented in grades 1, 2, and 3 have been mastered. The skills taught here are similar to those taught children in grades 4, 5, and 6. However, an effort should be made to adapt procedures and materials to the specific needs and objectives of the student. His educational potential, job goals, etc. will necessitate extracting those areas for emphasis most pertinent to the situation. Generally, emphasis is placed upon the development of simple informational skills, basic reading skills, increased reading speed, vocabulary and more complex comprehension skills.

1. Vocabulary
   a. Word analysis
      (1) Phonetic analysis
         (a) Review: Single consonants
         Consonant digraphs
         Long and short vowel sounds
         Vowel blends and double vowels
         Variant vowel spellings
         (b) Continue phonetic analysis with multisyllabic words
         (c) Teach homonyms, synonyms and antonyms
         (d) Develop an understanding of: Accent and stress
         Accent affects vowel sounds
         Visual clues to accented syllables
         How context changes accent
         Develop concept of primary and secondary accent
      (2) Structural analysis
         (a) Review: Suffixes—s, es, d, ed, ing, y, ly, er, est, ful, less, or, n, en
         Prefixes—bi, for, fore, un, re
         (b) Teach: Suffixes—ist, ic, ical, ty, ity, ive, ian, ial, ious, hood, some, fy, ize, ee, ess, age, ery, ary, ance, ment, al, tion
         Prefixes—dis, in, mis, anti, non, con, con, super, tri, sub, post, ap, ad, ab, trans, em, de, inter, pro, ex, en, ob, per, ultra, pre, co,
         (c) Provide practice in finding familiar sight words in derivatives and variants
         (d) Review and continuation of syllables and syllabication
            (1) Relationship between vowel sounds heard and number of syllables
            (2) Syllables divide between double consonants
            (3) A single consonant between vowels usually goes with the second vowel

(4) Consonant digraphs and blends are not usually divided

(5) Word endings ble, cle, dle, gle, kle, ple, tle, zle, constitute the final syllable

(6) Prefixes and suffixes generally form separate syllables

(7) Skill in finding first and last syllables

(e) Teach prefixes and suffixes can be added to root words to make new words

(f) Suffixes may have a grammatical function

(1) A derived form of a word is usually a different form of speech than its root

(2) A suffix signals that the derivative is a noun, verb, adjective or adverb

b. General skills to be acquired at this level

(1) Can distinguish between words of similar appearance

(2) Can choose a word for a given context

(3) Can use a pronunciation key. Teach pronunciation of key words in dictionary being used as sight words

(4) Can recognize variant word forms

(5) Can use verbal context to obtain meaning

(6) Can recognize prefixes and suffixes in words

(7) Can find pronouncable elements within a word

(8) Can locate similarities in vowel sound within a word

(9) Can locate silent letters within a word

(10) Can find words that have about the same meaning

(11) Can recognize variant spellings of a given sound

c. Dictionary skills

(1) Alphabetize groups of words with different first letters

(2) Alphabetize groups of words with the same first letters

(3) Alphabetize groups of words with same two or more first letters

(4) Develop speed and accuracy in using guide words

(5) Develop an understanding of diacritical markings

(6) Develop skill in using the pronunciation key, accented syllables, etc.

(7) Develop skill in noting stems and affixes

(8) Develop ability to select best of alternative meanings

(9) Teach use of homonyms, synonyms and antonyms

(10) Teach all the uses of a dictionary—list of abbreviations, etc.

d. Vocabulary for daily living (*sight* and word attack skills)—should be taught in specific situations—rather than as isolated vocabulary

(1) Teach common signs—men, women, ladies, gentlemen, danger, explosives, high voltage, keep off the grass, etc.

(2) Teach names of food stuffs—peas, corn, sugar, bread, vinegar, fresh, turkey, etc.

(3) Teach medicine bottle labels and directions and common names of drugs

(4) Teach street names where appropriate
(5) Teach names of different kinds of stores in the community
(6) Teach words necessary to fill out job application forms—occupation, trainee, marital status, employer, employee, union, male, female, age, birth date, please print, do not write in this space, etc.
(7) Teach terms on short form tax return
(8) Directions for operating household machinery
(9) Teach names of community service agencies
(10) Teach use of want ads and other newspaper items. The telephone directory, etc.
(11) Directions for assembling specific articles
(12) Months of the year and days of the week
(13) Names of common tools
(14) Names of articles of clothing

2. Comprehension Skills
  a. Grade 4
    (1) Develop understanding of topic and subtopic
    (2) Develop skill in locating details
    (3) Develop basic outlining procedures
    (4) Develop understanding that a single reading of a selection will be inadequate unless quality of reading is exceptional
    (5) Read to answer specific questions
    (6) Develop skill in putting ideas in own words
  b. Grade 5
    (1) Develop skill in note taking
    (2) Develop skill in finding main topics and subtopics in material more than one paragraph in length
    (3) Develop understanding of use of an outline
    (4) Develop skill in outlining
  c. Grade 6
    (1) Develop skill in finding details
    (2) Develop understanding of correct outline form
    (3) Develop skill in outlining with details
    (4) Develop skill in summarizing
  d. Skills common to grades 4, 5, 6
    (1) Define specific purpose for reading
    (2) Sees sequence and consequence of ideas
    (3) Draws conclusions, sees relationships and makes inferences
    (4) Understands figures of speech
    (5) Answers questions on material read
    (6) Can distinguish between emotive and informational material
    (7) Can determine author's point of view
    (8) Understands use of pronouns, prepositions and conjunctions
    (9) Uses punctuation as an aid to reading
    (10) Sees sentences and paragraphs as meaning units

3. Informational Skills
  a. Grade 4
    (1) Teach use of main topic, subtopic index in books

    - (2) Teach use of lists, maps and illustrations in books
    - (3) Teach use of chapter and sectional headings in books
  - b. Grade 5
    - (1) Teach use of lists of tables and figures in books
    - (2) Teach use of side heads and running heads
    - (3) Teach use of encyclopedia
    - (4) Teach use of biographical dictionaries
    - (5) Teach use of card catalog
  - c. Grade 6
    - (1) Teach use of foot notes
    - (2) Teach use of atlas
    - (3) Teach use of World Almanac
    - (4) Teach use of magazines
    - (5) Teach use of Readers Guide
  - d. Skills common to all three grades
    - (1) Uses dictionary and glossary
    - (2) Uses maps, charts, tables, graphs, pictures, diagrams
    - (3) Skimming for information
    - (4) Skill in using information
      - (a) Can follow directions
      - (b) Can take notes
      - (c) Can classify material in categories
      - (d) Can summarize a paragraph
      - (e) Uses aids to retention
      - (f) Selects facts to be remembered

4. Basic Reading Skills
  - a. Grade 4
    - (1) Develop understanding that a printed statement may be true or false
    - (2) Develop attitude of questioning the validity of a printed statement
    - (3) Uses experience to check validity of a statement
    - (4) Teach use of copyright date in checking validity of a statement
  - b. Grade 5
    - (1) Develop ability to distinguish between fact and opinion
    - (2) Develop attitude of looking for facts before opinion
    - (3) Develop skill in checking validity with several sources
  - c. Grade 6
    - (1) Develop understanding that author competency affects validity
    - (2) Develop ability to determine competency of an author
  - d. Skills common to all grades
    - (1) Selects and evaluates information
    - (2) Selects suitable sources of information
    - (3) Distinguishes between relevant and irrelevant information
    - (4) Judges adequacy of information

5. Increasing Reading Speed
    a. Improve efficiency through elimination of bad habits
        (1) Work to eliminate lip reading, finger pointing, regression, sub-vocalization, etc.
        (2) Give training in left to right progression, quickly finding beginning of the next line, eye fixation, etc.
    b. Develop sight vocabulary through reading practice
    c. Develop word analysis techniques appropriate to grade level
    d. Develop skill in using context to obtain meaning of unknown words
    e. Develop ability to group words into phrases
    f. Read to answer specific questions
    g. Push reading speed on easy material
    h. Set definite reading goals and keep records of progress
    i. Use pacing devices for correcting regression and training left to right progression, etc.

Basic Skills III—Grades 7-8

Reading at this level tends to serve as a transitional stage between basic skills development and adult reading. Skills development requires much less class time, but phonetic elements are reviewed and continued. Emphasis is placed upon reading for enjoyment, informational reading, critical reading, reading in the content areas, vocabulary extension, building speed and efficiency, and the development of library skills.

Common materials such as newspapers, Reader's Digest and news or hobby magazines play an increasingly important part in the reading program. Vocational vocabulary and writing is stressed. Progress is largely on an individual basis.

The development of the following skills and understandings cannot and must not be left to chance. Exercises and materials must be provided for practice with each item, difficulties corrected, and re-enforced periodically.

1. Vocabulary
   a. Word analysis
      (1) Phonetic analysis
         (a) Review and continuation of elements taught in Adult Basic Education I and II
         (b) Teach obscure variant spellings of vowel sounds
         (c) Develop understanding of the effects of accent and stress upon vowel sound
         (d) Develop ability to identify patterns of accent
         (e) Teach suffixes as visual clues to accent
         (f) Develop the use of dictionary as an aid to phonetic analysis
         (g) Provide practice in dividing words into syllables
         (h) Provide practice in accenting syllables using the dictionary
         (i) Teach attaching a suffix to words ending in e, y and a consonant
         (j) Develop understanding that many words may be pronounced in more than one way
         (k) Draw attention to words somewhat alike in sound and appearance
      (2) Structural analysis
         (a) Review and continuation of elements taught in Adult Basic Education I and II
         (b) Develop understanding of root, derivative, stem
         (c) Develop understanding that prefixes and suffixes have meanings of their own
         (d) Develop understanding that words may have more than one prefix or suffix
         (e) Develop understanding that the prefix modifies the meaning of the stem

            - (f) Develop understanding that the suffix indicates the function of the word in the sentence
            - (g) Teach meaning and usage of prefixes—com, con, co, de, ex, im, in, inter, re, mis, dis, sub, un, bi, tri, quad, semi
            - (h) Teach suffixes—able, ible, ance, ence, ant, ent, er, or, ar, ize, ise, yze, ment, tion, sion, cian, ty, ic, ical, ate, ious, ial
            - (i) Draw attention to words somewhat alike in sound and appearance
            - (j) Develop understanding that the positions of words in sentences are clues to meaning
        - (3) Dictionary skills
            - (a) Continue practice with alphabetizing
            - (b) Continue practice on the use of guide words
            - (c) Teach the uses of the dictionary in determining spelling, syllabication, accenting, pronunciation, parts of speech, abbreviations, finding names, punctuation, capitalization, hyphens, uses and meanings of words
            - (d) Provide systematic approach to vocabulary extension
        - (4) Vocabulary for daily living taught as specifics
            - (a) Review and continuation of common necessary signs—i.e. road and highway signs, use of arrows, directional and informational signs, etc.
            - (b) Teach vocabulary words pertinent to members of the class in categories such as athletics, music, religion, health, family, education, government, time, place and direction, quantity, clothing, food, shelter, literature, letter writing, color, agriculture, furniture, business, radio, television, etc.

2. Comprehension Skills
    - a. Teach or develop
        - (1) Phonetic and structural analysis of vocabulary words
        - (2) Figures of speech
        - (3) Graphs, charts, tables, maps, diagrams and pictures
        - (4) To relate material to experience and knowledge
        - (5) Outlining paragraphs and chapters
        - (6) Note taking
        - (7) Ability to determine relationship between paragraphs
        - (8) To follow time sequences
        - (9) To summarize paragraphs and larger units
        - (10) Informational, critical reading skills
        - (11) Library usage
        - (12) Scanning, skimming and speed reading
        - (13) Ability to follow directions
3. Information Skills
    - a. Teach or develop ability to
        - (1) Use the table of contents and index
        - (2) Use card catalog and library
        - (3) Use of almanac, encyclopedia and dictionaries

    - (4) Use of glossaries and appendices
    - (5) Scan and skim

4. Basic Critical Reading Skills
    - a. Teach or develop ability to
        - (1) Recognize important details
        - (2) Find the main idea of a paragraph and chapters
        - (3) Find topic sentences
        - (4) Answer specific questions
        - (5) Discover author's purpose, slant or bias
        - (6) Evaluate accuracy and relevancy of information
        - (7) Evaluate author's qualifications
        - (8) Check validity through several sources
        - (9) Recognize the difference between fact and opinion
        - (10) Distinguish between emotive and factual material

5. Increasing Reading Rate
    - a. Develop understanding that purpose and material should dictate reading speed
    - b. Develop understanding that a number of different reading speeds may be used within a chapter, paragraph or sentence
    - c. Develop understanding of ways to increase speed and knowledge of where to use highest speed
    - d. Develop understanding that speed and efficiency of reading are not necessarily the same
    - e. Develop understanding that speed without comprehension is inefficient
    - f. Develop speed and efficiency through
        - (1) Elimination of habits such as regression, lip reading, finger pointing, subvocalization, day dreaming, etc.
        - (2) Constantly strengthen phonetic and structural analysis skills
        - (3) Practice grouping words into phrases
        - (4) Learning to use visual clues for meaning
        - (5) Efforts to change the slow reading "habit"
        - (6) Practice on easy materials (vocational or humanities)
        - (7) Timed reading-comprehension exercises
        - (8) Establishing goals and keeping progress records
        - (9) Developing skill in skimming and scanning
        - (10) Reading only the important words or phrases in a selection
        - (11) The use of flash devices, scanners and pacers
        - (12) Practice on a variety of reading materials

Handwriting

The second skill an adult wants to acquire after reading is writing. The teaching of handwriting follows on the heels of reading readiness.

For those who do not write at all, it is necessary to begin with manuscript because it is so closely allied with the printed words in books. Manuscript letters are easier to form due to the mechanics of making the straight and curved line forms. Capital letters should be taught first, followed by small letters. As soon as the student is secure in writing words using manuscript form, the transition into the cursive form is easily taught by joining the manuscript letters together.

For those able to write cursive style, it may be necessary to improve on legibility for easier reading. Formal handwriting should be taught until such time as the person's writing becomes legible. Practice in writing is necessary and may be done through spelling words, sentence and paragraph writing, and writing letters.

In making corrections it is necessary to keep in mind the positive approach and show the student the correct and incorrect ways the letters are formed. Improvement in writing comes from a desire within the individual, and given some ideas for improvement, he will discover his own shortcomings.

Six distinct qualities are essential to good handwriting:

1. form—correct shape of letters
2. size—uniform height and width
3. slant—correct slope of letters
4. spacing—distance between letters and words
5. alignment—writing on the line
6. line quality—thickness and smoothness of writing

Handwriting: good letter forms on suitable cards should be available or before these students at all times. They will learn a great deal through copying good examples.

Citizenship

The goal of citizenship education should be to instill in the adult citizen the cultural heritage of our democratic way of life. They should be helped to realize and understand their rights, duties and responsibilities to community, state and nation.

Materials should be made available and discussions held about the following areas:

1. Historical events important to our development as a nation.
2. Important contributions by men and women in our society (past and present).
3. Democratic principles and national objective.
4. Privileges and responsibilities of the citizen.

Arithmetic

One of the important foundation skills in Adult Basic Education is arithmetic. The need for arithmetic skill is present in everyday situations. Although the main concern for most adults at the beginning level is reading and writing, they gradually become aware of the lack of arithmetical knowledge. At this level, most of the time is devoted to language arts. As the need arises in Basic Skills II and III, more time can be allotted to arithmetic.

The following sequential outline is designed to give directions for the arithmetic program. Since skill classes are arranged according to reading abilities, the teacher may find a wide range of arithmetic skill within the class.

It may be necessary to group the class into two or more sections for more effective teaching.

Basic Skills I—Grades 0-3

1. **Number Concepts**
    - a. Reading and writing the numerals 0-9
    - b. Learning the sequence of the numerals
    - c. Distinguishing between number, numeral and digit
    - d. Placing value through thousands (use of comma)
    - e. Numeral and word forms for cardinals and ordinals through twentieth (five—fifth)
    - f. Roman numerals through XII
    - g. Relating numbers to objects—i.e. "counting" numbers—"naming" numbers (number 9 bus; 5 apples)
    - h. Value of coins in relation to making change—identification of coins
2. **Addition**
    - a. Basic addition facts (100)—time (3-5) min.
    - b. Addition. *Terms used*—addend, sum, sign, plus
    - c. Addition of 2—one place numbers
    - d. Single column addition
    - e. Addition of 2, 3, and 4 place numbers with and without carrying
    - f. Column addition of 2, 3, and 4 place numbers
    - g. Addition of money—use of dollar sign and decimal point
    - h. Problem solving using addition facts taught at this level
3. **Subtraction**
    - a. Concept relationship of subtraction to addition (reverse)
    - b. Basic subtraction facts (100)—time (3-5) min.
    - c. Subtraction. *Terms used*—minuend, subtrahend, minus (—), deduct, difference

d. The use of zero in subtraction as: a minuend $\begin{array}{r}10\\-3\\\hline\end{array}$ a subtrahend $\begin{array}{r}2\\-0\\\hline\end{array}$

and its use in the difference $\begin{array}{r}5\\-5\\\hline\end{array}$

e. Subtraction of 1, 2, 3—place numbers without borrowing

f. Concept of regrouping the minuend (borrowing in 1, 2, and 3 place numbers)

g. Subtraction of money—use of the dollar sign and decimal point

h. Problem solving using—one-step problems with the above processes

4. **Multiplication—Concepts**

a. Relationship of multiplication to addition

b. Basic multiplication facts through table of 5's

c. Multiplication. *Terms used:* multiplier, multiplicand, factors, product, sign (×)

d. The use of the commutative law (reversal of factors) in learning facts ($2 \times 4 = 8$; $4 \times 2 = 8$)

e. The use of zero in multiplication (without carrying)

(1) In the multiplicand $\begin{array}{r}50\\\times 2\\\hline\end{array}$

(2) In the multiplier $\begin{array}{r}5\\\times 0\\\hline\end{array}$

f. Multiplication of 1, 2, and 3 place numbers by a 1 place number (without carrying)

g. Process of carrying in multiplication

h. The 0 in the multiplicand (with carrying $\begin{array}{r}305\\\times 4\\\hline\end{array}$

i. Multiplication of 1, 2, and 3 place numbers (with carrying) $\begin{array}{r}563\\\times 5\\\hline\end{array}$

j. Multiplication of money (use the dollar sign and decimal point)

k. Problem solving using multiplication facts as learned at this level

5. **Division**

a. Concept relationship of division to subtraction

b. Basic division facts through 5's ($45 \div 5$)

c. Division. *Terms used:* divisor, dividend, quotient, signs (÷, $\sqrt{\quad}$)

d. Relating division to multiplication in learning division facts (number families) ($4 \times 6 = 24$ or $6 \times 4 = 24$; $24 \div 4 = 6$ or $24 \div 6 = 4$)

e. The place of 0 in division $7\sqrt{\ 0\ }$ Dividing by one number divisors of 1 through 5 with one place quotients

f. Dividing and checking by multiplication $5\sqrt{\quad 40\quad}$ check—$5 \times 8 = 40$
g. Dividing 2 and 3 place numbers by a 1 place number with attention given to position of the quotient figure
h. Dividing amounts of money (placement of the dollar sign and decimal in the quotient $\begin{array}{r}\$\ .\\ 3\sqrt{\;\$\ .65\quad}\end{array}$

i. Problem solving and using basic division facts learned at this level

6. **Fractions**
   a. Identification, understanding and use of the common fractions ½, ⅓, ¼, ⅛ as to size and relationship to the whole
   b. Use of a ruler (½ in.) measuring distance (⅛ mile), money (25¢ or ¼ dollar), measures ½ cup, etc.
   c. Divide the whole into equal parts of ½, ¼

7. **Measurement—Basic Measures Used in Everyday Living**
   a. Linear, time, weight, calendar, liquid, money, temperature, etc.

8. **Problem Solving—Solve One-step Problems**
   a. Use addition, subtraction, multiplication, and division facts as presented at this level

Arithmetic Vocabulary—Basic Skills I

A partial list of words used in Arithmetic for Basic Skills I—Numbers indicate levels where they are most logically introduced.

line (1)
column (1)
row (1)
one-half (3)
one-third (3)
one-fourth (3)
number (1)
one-first (1)
ones (1)
tens (1)
hundreds (2)
thousand (3)
add (1)
addend (3)
sum—total (3)
plus (+) (1)
ruler (1)
subtract (2)
minuend (3)
subtrahend (3)
difference (3)
minus (—) (1)
deduct (3)
multiply (2)
multiplicand (3)
multiplier (3)
factors (3)
product (3)
coin (1)
division (3)
divisor (3)
dividend (2)
quotient (3
equal (=) (1)
penny (1)
nickel (1)
dime (1)
quarter (1)
cents (¢) ( )
zero (1)

(Arithmetic continued)

Basic Skills II—Grades 4-6

1. **Number Concept**
   - a. Strengthen and expand number system
     - (1) Whole numbers—to billions
     - (2) Decimals—to ten-thousandths
   - b. Understanding of fractional parts in relationship to the number system
   - c. Reading, writing and computation with whole numbers, decimals and fractions
   - d. Rounding large numbers, mixed numbers and decimals
   - e. Working with measurements relating to life situations

2. **Addition—Whole Numbers**
   - a. Maintain basic facts of addition through practice in working problems
   - b. Addition to 5 place numbers; placing of comma, dollar sign and decimal point
   - c. Problem solving using addition facts

3. **Subtraction—Whole Numbers**
   - a. Review basic subtraction facts. Maintain accuracy with continued review problems
   - b. Subtraction of 5 place numbers, with emphasis on
     - (1) Borrowing
     - (2) Regrouping of the minuend to 5 places 54,036
     - (3) Placement of the comma —26,537
   - c. Problem solving using facts presented

4. **Multiplication—Whole Numbers**
   - a. Maintain basic facts 1 through 5 with review
   - b. Basic multiplication facts through table of 9's—Use the commutative law to make facts more functional (6 × 7 = 42; 7 × 6 = 42)
   - c. Multiplying 2, 3, and 4 place number by a 2 place multiplier, emphasizing
     - (1) Placing the partial product
     - (2) Use of zero in the multiplier
     - (3) Use of zero in the multiplicand
   - d. Multiplying 2, 3, and 4 place numbers by a 3 place multiplier
   - e. Multiplication of money with emphasis on placement of the dollar sign and decimal point
   - f. Problem solving using skills taught

5. **Division—Whole Numbers**
   - a. Review of division facts through 5's
   - b. Basic division facts 6-9. Use of number families for greater retention i.e. 5 × 8 = 40 or 8 × 5 = 40; 40 ÷ 5 = 8 or 40 ÷ 8 = 5
   - c. Division of two, three and four place numbers by one place divisor $7\overline{)342}$

- d. Checking division problems with multiplication
- e. Division with remainders
  - (1) As a whole number
  - (2) As a fraction
- f. Dividing 2, 3, and 4 place numbers by 2 place divisors—rounding the divisors
- g. Problems with zero in the quotient
- h. Problem solving using facts learned
- i. Finding averages

6. **Geometric Forms**
   - a. Identity and use—rectangle, square, triangle, circle
   - b. Apply knowledge of the rectangle and square to find
     - (1) Area—(area = length × width)
     - (2) Perimeter—(rectangle P = L + W × 2)
       (square P = 1 side × 4)
   - c. Solve problems using area and perimeter

7. **Graphs and Scale Drawing**
   - a. recognize, read and make
     - (1) Bar graph
     - (2) Line graph
     - (3) Circle graph
   - b. Use scale of miles on a map
   - c. Solve problems dealing with graphs and scale drawings

8. **Fractions—Introduction**
   - a. Position of fractions in the number system
   - b. Identify and use the following in working examples
     - (1) Numerator—denominator (terms of fraction)
     - (2) Proper fraction (¾)
     - (3) Improper fraction (5/4)
     - (4) Whole number (4)
     - (5) Mixed number (1¾)
     - (6) Like fractions (⅕, ⅗)
     - (7) Unlike fractions (⅔, ⅙)
   - c. Like fractions
     - (1) Addition and subtraction of like fractions
     - (2) Answers: reduce proper fractions to lowest terms
       (2 ÷ 2 = 1; 4 ÷ 2 = 2)
       change improper fractions to whole or mixed numbers (5/3) = 1⅔)
     - (3) Addition and subtraction of mixed numbers
     - (4) Subtraction of a fraction from a whole number—borrowing
       4
       —¾
     - (5) Subtraction of mixed numbers with borrowing—regrouping
       5¼ = 4 4/4
       —3¾ = 3¾

d. Unlike fractions
   (1) Changing fractions to higher terms ¾ = 9/12 (3 × 3 = 9, 4 × 3 = 12)
   (2) Finding the common denominator when
      (a) The common denominator is in the problem
         ¾
         ⅛
         —
      (b) The common denominator is not in the problem
         ⅜
         ⅓
         —
   (3) Addition of unlike fractions; mixed numbers with unlike fractions
   (4) Subtraction of unlike fractions and mixed numbers with and without borrowing
   (5) Using addition and subtraction of fractions in problem solving

e. Multiplication
   (1) Concept of multiplication of fractions. *Terms used*—cancel, numerator, denominator, product
   (2) Changing mixed numbers to improper fractions
   (3) Multiplying
      (a) A whole number by a fraction (5 × ¾ or ¾ × 5)
      (b) A mixed number by a whole number 3½ × 5 or 3½
         ×5
         —
      (c) A mixed number by a fraction 3¾ × ½
      (d) A mixed number by a mixed number 3½ × 2¼
      (e) Cancellation in multiplication (reducing)
   (4) Problem solving using multiplication of fractions

f. Division
   (1) The use of division of fractions in relationship to multiplication. *Terms used*—invert, divisor, dividend, sign (÷)
   (2) The process of inverting the divisor and changing the sign. The effect of reversal of the divisor and dividend
   (3) Dividing
      (a) A fraction by a fraction
      (b) A mixed number by a fraction
      (c) A fraction by a whole number
   (4) Problem solving for the understanding of division of fractions

9. **Decimals**

a. Use and understanding of decimals in the number system according to place value and relationship with fractions

b. Reading and writing of decimals as numerals, words and fractions through ten ten-thousandths

.1	1/10	one-tenth
.25	25/100	twenty-five hundredths
.0005	5/10000	five ten-thousandths

c. The use of the zero in decimals

d. Addition—Subtraction
    (1) Use and placement of the decimal point
e. Multiplication
    (1) Use of the decimal point and placement in the product
    (2) Multiplication of money
f. Division
    (1) Use of decimal point in the divisor and its effect on the dividend
    (2) Changing fractions to decimal form $2/5 = 5\overset{.40}{\sqrt{-2.00}} = .4$
    (3) Dividing whole number by a decimal $.5\sqrt{\ 63}$
    (4) Decimal by whole number $4\sqrt{\ 4.50}$
    (5) Decimal by a decimal $.04\sqrt{\ 4.50}$
g. Relationship of decimals to everyday situations — odometer, money, baseball, averages, speed and time in racing
h. Using decimals in problem solving

10. **Measures**
    a. Tables of weights and measures
    b. Add, subtract, multiply and divide measures
    c. Conversion of measures by means of division and multiplication
        (6 pt. = ———qt. (fact 2 pt. = 1 qt.) $6 \div 2 = 3$
        (2 da. = ———hr. (fact 24 hr. = 1 da.) $24 \times 2 = 48$
    d. Using measures in problem solving

Arithmetic Vocabulary—Basic Skills II

add
addition
sum
subtract
subtraction
borrowing
difference
multiply
multiplicand
multiplier
product
partial product
estimating
divide
divisor
dividend
quotient
remainder

place value
rounding off
fractions
proper fraction
denominator
numerator
improper fraction
mixed number
like fractions
unlike fractions
common denominator
invert
cancel
reduce
decimal
tenths
hundredths
thousandths

millions
hundreds
tens
ones
rectangle
triangle
square
circle
measure
length
liquid
weight
time
graph
bar
line
picture

(Arithmetic continued)

Basic Skills III—Grades 7-8

1. **Number Concept**
   - a. Reading and writing whole numbers to hundred billion
   - b. Reading and writing decimals to millionths
   - c. Rounding off whole numbers, decimals and fractions (estimating)
2. **Addition—Whole Numbers**
   - a. Review terms—addend, sum, total, symbol (+)
   - b. Column addition, emphasize accuracy and speed to 7 place numbers
   - c. Vertical and horizontal addition
   - d. Extensive work on thought problems
3. **Subtraction—Whole Numbers**
   - a. Review terms—minuend, subtrahend, difference, symbol (—), deduct
   - b. Subtraction to 7 place numbers, emphasize speed and accuracy
   - c. Vertical subtraction
   - d. Extensive work on thought problems
4. **Multiplication—Whole Numbers**
   - a. Review terms—multiplicand, multiplier, factors, partial product, product, symbol (×)
   - b. Multiplication to 5 place multipliers—emphasize placement of partial product, comma and decimal point
   - c. Extensive work on thought problems
5. **Division—Whole Numbers**
   - a. Review terms—dividend, divisor, quotient, remainder, symbols (÷, $\sqrt{\quad\quad}$)
   - b. Division using 4 place divisors, emphasize placement of the quotient, accuracy and speed
   - c. Extensive work on related thought problems
   - d. Review process of finding averages
6. **Fractions**
   - a. Review concepts
     - (1) Terms—numerator, denominator
     - (2) Common, proper, improper fractions and mixed numbers
     - (3) Reducing proper fractions
     - (4) Changing improper fractions to whole or mixed numbers
     - (5) Like and unlike fractions
     - (6) Changing fractions to higher terms (equivalent fractions)
     - (7) Finding the lowest common denominator (L.C.D.)
   - b. Addition—Fractions
     - (1) Addition of fractions and mixed numbers—like and unlike
     - (2) Worded problems for extended skill
   - c. Subtraction—Fractions
     - (1) Review borrowing process

    - (2) Subtraction of fractions and mixed numbers with and without borrowing
    - (3) Worded problems for extended skill
- d. Multiplication—Fractions
    - (1) Changing mixed numbers to improper fractions
    - (2) Process of cancellation
    - (3) Multiplication of fractions and mixed numbers
    - (4) Worded problems for extended skill
- e. Division—Fractions
    - (1. Process of inverting the divisor and multiplying
    - (2) Dividing fractions and mixed numbers
    - (3) Thought problems to increase understanding
    - (4) Finding ratios for whole numbers and fractions. Understanding proportion

7. Decimals

- a. Extending concepts
    - (1) Place value to millionths and relation of decimals to fractions
    - (2) Rounding decimals
- b. Addition
    - (1) Column addition to 5 places with two decimal places
    - (2) Problem solving for practical application
- c. Subtraction
    - (1) Using decimals to 5 places
    - (2) Problem solving for practical application
- d. Multiplication
    - (1) Multiply using 5 decimal places
    - (2) Position of decimal point in the product
    - (3) Worded problems for practical application
- e. Division
    - (1) Dividing by 3 place divisors
    - (2) Movement of decimal point in the divisor and dividend
    - (3) Annex zeros in dividend when needed
    - (4) Problem solving for practical application
    - (5) Changing common fractions to decimals where answers are exact decimal numerals, terminating decimal numerals, or repeating decimal numerals
    - (6) Changing decimals to common fractions or mixed numbers
- f. Graphs
    - (1) Reading and understanding a bar, line and a circle graph
    - (2) Problem solving using graphs
- g. Percents. Meaning and use of percentage
    - (1) Changing fractions and decimals to percents
    - (2) Comparing numbers using percents
- h. Interest
    - (1) Formula for finding interest
    - (2) Practical application of interest formula—loans, savings, discount

- i. Measures
    - (1) Review basic units of measure, length, area, volume, capacity, weight, time, electrical energy, etc.
    - (2) Add, subtract, multiply and divide measures
- j. Metric system
    - (1) Use of metric system in length, area, volume, capacity and weight
    - (2) Comparison to English measurement
- k. Geometric figures
    - (1) Basic forms—rectangle, square, parallelogram, trapezoid, triangle, circle
    - (2) Solid geometric figures—rectangular solid, cube, cylinder
    - (3) Explaining square and square root of a number
- l. Practical application to everyday living
    - (1) Income—deductions
    - (2) Expenses—household, business
    - (3) Budgeting—intallment buying
    - (4) Interest—formula and problems
    - (5) Insurance—fire, life, health, etc.
    - (6) Taxes—income, property
    - (7) Investment—stocks, bonds
    - (8) Selling—commission, profit and loss
- m. Using forms
    - (1) Deposit slip, check, withdrawal
    - (2) Invoice, sales slip
    - (3) Promissory note
    - (4) Receipt

Chapter V

Appendix

It is thought that a Guide of this type will be useful to teachers new to the field or to those who have been teaching at a level where basic skills are not an issue. In keeping with this assumption certain lists, words, forms, sample lessons, schedules, etc., have been included which have been found useful and may reduce time and effort for the teacher. These materials may be removed from the Guide and duplicated for use in any fashion which is expedient and practical, including transparencies where appropriate.

Materials in this section are merely examples and not an attempt to prescribe the use of specific materials, lists or techniques.

Tips for Teachers

Special attention should be given to the short vowel sounds. They are difficult to learn, thus constant review in a variety of situations is a must.

★

Testing may scare many people away. As little testing as possible should be done at first. If screening cannot be done before the teacher meets the students, individual short word recognition lists can assist in placement (as in the Wide Range Achievement Test).

★

Standardized test results should be discussed with students, emphasizing that they do not constitute a judgment of them as individuals, but that they are used to uncover need for further work or to assess growth.

★

Students should be forewarned when standardized tests are to be given.

★

Frequent breaks should be allowed (at least ten minutes per hour).

★

It should be remembered that "adult" eyes may not be used to continued focusing; intensity of effort may be very tiring.

★

Homework, if assigned at all, should be kept simple. Some students will ask for homework but many do not have either proper home conditions or time for studying.

★

Many books and materials in A.B.E. are expendable and teachers should not hesitate to give a book outright when it would facilitate learning.

★

Teacher prepared materials in Reading and Citizenship are generally better suited to students and their needs than commercial materials.

★

Class size should be regulated by the ability of the teachers to distribute their time for individual attention. The lower the level the more individual assistance is needed.

★

A teacher should avoid references to public school grades and ability levels.

★

It is best not to use such terms as "illiterate," "slow," and "undereducated." Terms such as "Reading Class," "English Class," and "Adult Basic Educatiton" have more dignity.

★

We dare not think the adult is childlike simply because he cannot read. Adult reading students should be treated much as adult students taking a college level class.

★

Since many forms ask "please print," manuscript writing should be taught in the initial stages of class work.

★

In cursive writing students may need special help connecting letters following o, b, v, and w because they necessitate altering the first stroke of the following letter.

★

It is not safe to assume that students can read cursive and manuscript, upper and lower simply because one or the other is read.

★

Generally speaking, the bulk of class time at lower levels is devoted to the language arts and citizenship with less time on arithmetic. This is gradually reversed as students move through levels II and III.

★

Reminder: adult learners have the basic needs of any learner recognition, response, new experience and security.

Condensed Reading Curriculum

Word Analysis

1. Phonetic
   a. Review and teaching of consonants and blends in beginning, medial and final positions
   b. Review and teaching of common vowel patterns
   c. Review and teaching of digraphs, and consonants and vowels in beginning, medial, and final positions
   d. Teaching obscure variant spelling of vowel sounds.

2. Structural
   a. Syllabication
      (1) Review and teach visual syllable rules
      (2) Review and teach oral recognition or syllable
      (3) Review and teach recognition of accent and stress
      (4) Review and teach understanding of accent and stress upon vowel sounds
   b. Prefixes
      (1) Their meaning
      (2) Their influence on syllabication and accent
   c. Suffixes
      (1) Their meaning
      (2) Their influence on syllabication and accent
   d. Root Words, Stems, Derivatives
      (1) Locating within the word
      (2) Meaning
      (3) Uses

Skills to Be Taught and Developed Within the Reading Program

Information Gathering

1. Purposes
    - Evaluating
    - Defining
    - Following directions
2. Use of Sources
    - Encyclopedias
    - Dictionary
    - Competency of authorities
    - Library skills
3. Locating Information Within Material
    - Alphabetical arrangement
    - Use index
    - Table of contents
    - Maps and graphs
    - Headings and typographical aids
    - Identfying topic sentences
    - Skimming
    - Scanning
    - Skill in finding details
    - Reading for supporting ideas
4. Use of Information
    - Taking notes
    - Classifying
    - Outlining
    - Summarizing
    - Preparing and writing oral or written reports

Comprehension Skills

1. Vocabulary
    - Word meaning—definitions
    - Antonyms, synonyms, homonyms
    - Analyzing abstract terms
    - Recognizing variety of word meanings
    - Effective vocabulary use—similies and figures of speech
2. Thought Units
    - Noticing clues
    - Perceiving relationships
    - Perceiving sequence of ideas and events
    - Drawing conclusions
    - Making inferences
    - Interpreting facts
    - Recognizing generalizations
    - Recognizing deductions

- Understanding plot, character, time, setting, mood
- Understanding figures of speech

3. Critical Appreciation
    - Relating reading to experience
    - Understanding author's purpose, predisposition and basic assumptions
    - Insight into personal and social problems
    - Identification of elements of style
    - Detecting bias and prejudice
    - Detecting difference in emotion and factual material
    - Detecting satire and irony
    - Detecting contrasts of points of view

Speed and Efficiency

1. Develop concepts
    - Speed should vary with purpose and material
    - Speed should vary wtihin chapter, paragraph, and sentence
    - Speed without comprehension is inefficient
2. Develop speed and efficiency through
    - Elimination of bad reading habits
    - Strengthening phonetic and structural analysis skills
    - Phrasing
    - Practice on easy materials
    - Timed reading-comprehension exercises
    - Establishing goals and keeping progress records
    - The use of flash devices, scanners and pacers
    - Practice on a variety of materials

Common Prefixes and Suffixes

Prefixes

Prefix—A prefix is a syllable attached to the root word to change its meaning.

Prefix	Meaning	Examples
ab, a	away from	abnormal, absent, avert
a, an	not, less, without	anarchy, abate, atheist
ad, af, ag, an, ar	to, toward	annex, attend, associate
ante	before	antedate, antecedent
anti	against	antidote, antitoxin
bene	good, well	beneficial, benevolent
con, com, col, cor	together, with	conduct, collect, correct
de	down, from, away	departure, deduction
dia	through, across	diameter, diagram
dis	apart from	displace, dissatisfied
ex, ef	out, out of	export, effect, expend
hypo	under, beneath	hypodermic, hypocrite
in, im, il, ir	not	incorrect, illegal, irregular
in, im, il, ir	in, into	inhale, irrigate, install
inter	between	interstate, interurban
intra	within	intramural, intrastate
para	beside, beyond	parallel, paragraph
per	through, completely	perennial, persist
post	after	postpone, postscript
pre	before	predict, preface
pro	before, forward, in place of	pronoun, p
re	back, again	refer, report, react
sub, suc, sug, sus	under, inferior, below	succeed, suffer, support
super	above, over	supervisor, superman
supra	above, over	supranational, supra rational
syn, sym	with	synthetic, symphony
trans	across	transmit, transport
un	not	uneducated, unable

Suffixes

Suffix—A suffix is a syllable placed at the end of a root word to change the meaning and, or its use in the sentence.

Suffix	**Kind**	**Meaning**	**Examples**
able, ible	adj.	able to be, capable of being	likeable, visible
ac, ic	adj.	pertaining to	cardiac, angelic
ac, ic	noun	conditioner quality of	mechanic, maniac
age	noun	state of being	courage, entourage, marriage
al, el, le	noun	act of, pertaining	approval, personnel
al, el, le	adj.	pertaining to	novel, single
an, ian	noun	one who	American, musician
ance, ence	noun	act or state of	performance, permanence
ancy, ency	noun	act or state of	dependency, ascendency
ar, ary, ory	adj.	belonging to, relating to	popular, mandatory
ar, ary, ory	noun	relating to	grammar, vocabulary
ate	verb	to make or perform	associate, isolate
ate, ite	adj.	possessing or being	definite, finite
cy	noun	state of being or quality	candidacy, obstinacy
dom	noun	act or state of being	freedom, wisdom
er, or, ar	noun	one who, person doing something	doctor, teacher
ful	adj.	full of, abounding in	beautiful, careful
fy, efy, ify	verb	to make or form into	magnify, electrify
hood	noun	state of being or condition	childhood, manhood
ice	noun	act of or state of being	justice, service
il, ile	adj.	pertaining to, capable of	civil, juvenile
ity, ty	noun	state or condition	safety, modesty
ise, ize	verb	to make or give	compromise, recognize
less	adj.	without, beyond the range of	careless, hopeless
ly	adv.	manner, like	bodily, truthfully
ment	noun	action, state or quality	govenment, amusement
ness	noun	state or condition	kindness, illness
ous, ious, uous, eous	adj.	full of	dangerous, vivacious
ose	adj.	full of	morose, verbose
ship	noun	state or quality	worship, friendship
some	adj.	like, full of	tiresome, frolicsome
ster	noun	one who, person doing something	gangster, trickster
sion, tion	noun	act or state of being	perfection, mention
tude	noun	state of being	beatitude, magnitude
ule	noun	little	globule, granule
ure	noun	act of	failure, departure
ward	adj.	direction of course	backward, forward
y	adj.	full of	stony, icy

Terms

You will find listed below a few of the terms you may see or hear in the study of language.

Synonym—Words having similar or like meanings: walk, ramble, stroll.

Antonym—Words having unlike meanings: hate—love, lose—find.

Homonyms—Words having similar sounds phonetically but different meanings and spellings: there—their, know—no.

Heteronyms—Words which are spelled alike but have different meanings: buffet, stay, capital, principal.

Connotation—The meaning given to a word or a group of words through association or common usage.

Idiom—A group of words which through common usage or association do not have the dictionary meanings applied to them.

Archaic—A word or group of words which have passed out of common usage.

Abbreviation—A shortened acceptable form of a word or group of words, always ending with a period.

Vernacular—The language of the particular group or time concerned.

Hackneyed or trite—Words or groups of words which have been overused to such an extent they are boring.

Words Frequently Used Incorrectly

a **an**	Before a word with a vowel sound use an, all others use a
already **all ready**	Already means before some particular time. All ready means to be prepared.
altogether **all together**	Altogether means wholly. All together is to be all in one group.
ain't	A well known contraction not to be used.
among **between**	Among is used to mean more than two. Between is used to indicate only two.
can **may**	Can means to be physically able. May is the seeking of permission.
etc.	And other things, and so forth.
fewer **less**	Fewer refers to number. Less refers to value or amount.
good **well**	Good is an adjective. Well is an adverb; except when it refers to health.
in **into**	In refers to being there. Into expresses action taking place.
learn **teach**	Learn is an act you perform. Teach is what is done by another to you.
leave **let**	Leave means to depart. Let is to allow.
lie	Lie means to recline, you perform the action yourself.
lay	Lay is done by another something, except in the case of poultry.
mad **angry**	Mad is to be insane. Angry is to have a feeling of anger.
raise **rise**	Raise is an action you perform on something else. Rise is the action is done on itself.
sit **set**	Sit means to be seated. Set means to cause to be placed.
through **threw**	Through is to pass from one place to another. Threw is to throw.
which **what**	Which and what refer to things and places, use who or that refer to people.

bring	To bring requires motion toward the speaker.
take	To take requires motion away.
amount	Use amount for quantity.
number	Use number when things are counted.
leave	To go away or to let stay.
let	Means to allow.
almost	Means nearly.
adieu	Good-bye; farewell.
ado	Fuss; bustle; as, to "make a great ado."
advice	Counsel.
advise	To give counsel.
air	Atmosphere.
heir	One who inherits.
allowed	Granted; permitted.
aloud	With a loud voice, or great noise; loudly.
assay	To test, as ore.
essay	To try; to attempt.
ate	Did eat.
eight	Twice four.
aught	Anything; any part.
ought	Should; to be bound in duty or by moral obligation.
awful	Dreadful; frightful.
bad	Evil; wicked.
bade	Did bid.
barred	Restricted or confined.
bard	A poet.
bared	Uncovered.
base	Lowest part; vile.
bass	A part in music.
breach	A gap or opening.
breech	The hinder part of anything.
bred	Reared.
bread	An article of food made from flour or meal.
bullion	Uncoined gold or silver.
bouillon	Soup or broth.
bow	A curved form or object.
beau	A dandy; an escort, a lover.
bored	Perforated; wearied by a bore.
board	Sawed timber; food; stated meals.

born	Brought into life.
borne	Carried; supported; conveyed.
buy	To purchase.
by	Near.
bye	As in "good-bye."
canvas	Coarse cloth.
canvass	To search; to solicit.
capital	Chief city; money used in business.
capitol	National or state edifices.
carrot	A vegetable.
carat	Weight or fineness.
cede	To yield or surrender.
seed	Life principle; source; original.
cell	A small apartment; minute elementary structure.
sell	To transfer for a price.
seller	One who sells.
cellar	A room or rooms under a building.
cent	A coin.
sent	Did send.
scent	An odor.
cereal	Any edible grain.
serial	Pertaining to a series.
cession	Compliance; the act of ceding.
session	A sitting.
cite	To quote; to notify of a proceeding in court.
site	Situation or location.
sight	Vision; act of seeing; a view.
clique	A group of persons.
click	A sharp, non-ringing sound.
coarse	Rough.
course	Direction; a portion of a meal.
complement	Fullness; completion.
compliment	Praise; flattery.
confidant	A bosom friend.
confident	Positive; sure.

correspondence	Intercourse by letter.
correspondents	Those who communicate by letter.
counsel	Advice; opinion.
council	An assembly.
currant	A small fruit.
current	Course of a stream; now going on (adj.)
core	The inner part.
corps	A body of troops.
co-respondent	One who answers jointly with another.
correspondent	One who corresponds.
disease	Sickness.
decease	Death.
deference	Reverence; respect.
difference	Dissimilarity; disagreement.
descendant	Offspring.
descendent	Descending; falling.
descent	Lineage.
dissent	To disagree.
desert	To abandon.
dessert	The last course at dinner.
device	A contrivance.
devise	To plan; to bequeath.
dual	Double.
duel	An arranged fight, usually between two.
edition	The whole number of copies of a work published at one time.
addition	Act of adding.
effect	To accomplish; result.
affect	To influence; to pretend.
elusive	Using arts to escape; fallacious.
illusive	Deceiving by false show.
emigrant	One who moves out of a country.
immigrant	One who moves into a country.
eminent	Distinguished; prominent.
imminent	Impending; threatening.
envelop	To surround, as with a fog, smoke, flames, etc.
envelope	A wrapper; and inclosing cover.

accede	To comply; to agree; to assent.
exceed	To excel.
except	To omit; to reject.
accept	To receive; to agree to.
extant	In existence.
extent	Degree; bulk; size.
genius	Talent; peculiar character, or animation, spirit.
genus	Species or class.
hear	To hearken.
here	In this place.
impassable	Not admitting a passage.
impassible	Incapable of suffering; unfeeling; without sensation.
incite	To move to action; to stir up.
insight	Understanding; discernment; perception.
indict	To charge with a crime or accuse formally.
indite	To compose; to write.
ingenuous	Artless; sincere.
ingenious	Possessing inventive skill.
instance	Occasion; solicitation; to refer to.
instant	Urgent; current.
irruption	Invasion; inroad.
eruption	A breaking out.
plain	Clear; level; candid.
plane	A toll; even; level; flat.
pore	A minute opening; also to study.
pour	To cause to flow.
prescribe	To order; to direct.
proscribe	To denounce, condemn; outlaw; exile; banish.
presentiment	An omen; a warning; vague perception.
presentment	A setting forth to view.
principal	Chief; a leader.
principle	Integrity; a primary truth.
prophesy	To utter prediction.
prophecy	That which is foretold.
rays	The elements of light; lines of light.
rase, raze	To demolish; to overthrow.
residence	The place or dwelling where one resides.
residents	The inhabitants of a place.

root	Underground part of a plant.
route	Direction or course.
sculptor	One who sculptures.
sculpture	The art of carving images.
seas	Plural of sea.
seize	To grasp.
stationary	In a fixed position.
stationery	Writing materials.
straight	Direct; not deviating.
strait	Difficulty; a narrow passage.
suite	A retinue; a set of apartments.
sweet	Sugary; pleasing to the senses.
their	Possessive of "they."
there	In that location.
to	A preposition; unto.
too	Also; expressing excess, as "too much."
two	Twice one; a pair.
verses	Poetry; stanzas.
versus	Against.
waive	To relinquish.
wave	An undulation.
ware	Merchandise.
wear	To last; to endure; to carry on the person.
waste	To squander.
waist	Middle part of the body.

Minimum Spelling and Vocabulary List

First Grade List—48 Words

all
am
and
are
at
baby
ball
big
boy
cat
come
day
do
dog
doll
eat
for
fly
bird
girl
go
good
has
he
I
is
in
it
little
me
my
nest
no
not
play
run
see
she
sing
tell
the
to
tree
was
we
will
with
you

Second Grade List—236 Words

after
afternoon
an
any
anything
around
as
ask
away
back
bad
basket
be
bed
behind
best
black
blow
blew
book
box
bread
bring
brother
burn
but
by
call
come
candy
can't
car
care
cent
chair
chicken
city
class
clean
cold
color
comb
coming
count
dark
dear
deep
did
dirt
door
down
drink
drown
easy
end
face
fall
farther
feet
fence
find
fine
first
five
foot
forget
found
fowl
Friday
from
full
game
garden
gave
get
give
glad
gold
got
hair
hand
happy
hard
hat
have
head
help
her
here
him
his
home
horse
hot
house
how
hungry
hurt
ice
if
inside
its
jump
keep
kind
knife
late
large
last
lazy
lesson
let
letter
light
like
live
long
look
lost
love
made
make
man
may
men
mild
mine
Monday
more
mother
mouse
mouth
Mr.
much
name
near
new
nice
night
nine
noon
of
old
on
one
open
or
our
out
paper
part
party
pay
pencil
plant
poor
race
rain
ran
ran
read
red
rest
ride
right
ring
river
room
same
saw
say
school
send
sent
seven
shirt
shoe
shut
sick
side
sister
sit
six
so
soft
sold
some
song
spell
spring
stamp
stand
stay
stone
story
Sunday
table
tail
take
teeth
ten
thank
that
they
thing
think
this
three
time
today
tonight
told
top
train
try
two
up
us
very
want
warn
way
week
went
what
when
white
wind
window
winter
work
would
yard
yes
your

Third Grade List—207 Words

about
across
again
age
ago
alley
alone
animal
ankle
answer
army
autumn
avoid
banana
band
beauty
because
before
began
begin
belong
beneath
beside
better
block
blossom
boat
both
bottom
bought
break
breakfast
breath
build
bundle
chimney
church
circle
climb
coarse
cost
cough
country
cousin
cut
Dakota
dead
done
double
dress
each
early
earn
earth
empty
ever
every
excuse
explain
eye
far
fell
fierce
fire
fix
flour
flower
four
freeze
glass
heavy
held
high
hold
honest
inquire
into
invite
iron
island
June
just
kill
kitchen
knee
know
knot
lake
land
laugh
lay
law
leather
led
lemon
line
listen
loud
lot
low
many
March
meet
might
minute
naughty
never
next
nickel
ninth
north
noise
nothing
notice
now
obey
off
once
other
ought
outside
over
paid
parlor
pass
people
plain
pretty
push
put
quarter
quick
quiet
recess
ribbon
road
rough
round
said
sea
soon
south
spent
still
stole
stop
street
talk
teach
them
then
these
thread
throw
ticket
took
truth
twelve
ugly
uncle
voice
wagon
war
warp
watch
water
well
were
west
wheel
where
whether
whisper
whistle
why
bury
button
buy
camp
catch
child
children
goes
gone
good-bye
grand
ground
had
half
miss
month
morning
most
mountain
music
must
seen
severe
ship
sight
sleigh
small
soap
wood
word
year
yellow
yes
yell
yet

Fourth Grade List—174 Words

able
act
add
air
alike
almost
along
always
among
aunt
April
author
basket
become
been
begun
bill
biscuit
body
born
breathe
bridge
broke
brought
built
burglar
bushel
cabbage
cannot
capital
card
carriage
cast
chair
charge
chocolate
choose
circus
clear
club
coffee
copy
collar
could
cover
date
December
depot
died
doctor
dollar
dozen
drill
east
even
expect
fashion
feel
felt
few
fill
finish
follow
free
front
furnace
furniture
grammar
God
great
guide
happen
healthy
hear
heard
heart
herself
hope
hour
January
July
lady
lawn
learn
leave
life
mail
matter
maybe
mischief
money
move
need
ninety
November
number
October
only
own
page
pair
peace
picture
pigeon
place
please
poison
poet
pound
price
print
quarrel
question
railroad
reach
ready
receive
report
rule
saucer
says
scholar
seem
separate
set
sew
should
shoulder
sincerely
sir
soldier
something
son
sorry
speak
start
state
study
sugar
suit
teacher
tenth
than
theater
there
those
thought
thousand
throat
tongue
tone
traveler
trip
true
umbrella
upon
village
while
who
wife
wish
without
woman
won't
world
would
write
wrote
yesterday
yet
young

Fifth Grade List—160 Words

above
addition
address
afraid
also
another
answer
anxious
August
awful
beautiful
between
bicycle
board
braise
carried
carry
cement
change
chief
cities
clerk
close
clothing
collect
command
company
contain
couple
court
cushion
dash
daughter
deal
delay
destroy
don't
driven
during
duty
eight
else
engine
enjoy
enough
enter
evening
everything
exercise
extra
fail
fair
familiar
father
fifth
forty
fourth
friend
itself
jail
knew
known
language
getting
handkerchief
himself
hoarse
hospital
loose
loss
mean
medicine
mind
navy
nearly
nephew
news
newspaper
none
ocean
offer
office
opinion
orphan
past
person
picnic
pleasure
point
police
pour
prison
provide
public
quiet
raise
real
reason
recover
refuse
reply
return
sail
scratch
second
secret
September
serious
serve
several
shall
shed
shepherd
since
size
slide
sometimes
spend
square
steamer
stood
struck
such
suffer
support
sure
surprise
tear
terrible
third
through
throw
Thursday
tire
track
trouble
truly
trust
Tuesday
turn
under
understand
union
unless
until
use
vacation
view
visit
vote
wait
walk
weak
weather
whole
wire
within
wonder
woolen
worth
writing

Sixth Grade List—141 Words

abroad
ache
account
acquaintance
action
advice
allow
anyway
appear
appetite
arrest
attention
avenue
beg
busy
calendar
capture
case
cause
center
check
climate
comfort
common
contract
crowd
death
decision
diamond
different
direct
direction
district
efforts
either
elect
event
except
express
fact
factory
famous
field
figure
file
forward
freight
gentlemen
genuine
grant
history
honor
however
importance
income
indeed
inform
injure
inspect
instead
judge
laid
least
liberty
list
luncheon
machine
manner
meant
member
neighbor
nor
objection
oblige
obtain
occasion
o'clock
odor
omit
order
partner
patient
peculiar
perfect
perhaps
plain
population
position
power
prepare
present
president
press
promise
proper
prove
publish
purpose
pursue
rate
receipt
regard
remain
remember
result
retire
royal
running
Saturday
scenery
serve
service
sudden
summer
suppose
special
stomach
straight
subject
success
tax
term
their
themselves
thorough
though
thus
together
toward
travel
unable
usual
variety
vessel
visitor
wear
weigh
which
women
wonderful
written

Seventh Grade List—139 Words

accept
accident
according
acknowledge
advertise
against
already
although
amount
appoint
arrange
arrive
attempt
attend
automobile
bargain
beginning
believe
benefit
bouquet
business
campaign
candidate
cemetery
century
certain
Christmas
claim
college
colonies
complaint
complete
compliment
condition
convention
convict
course
debate
decide
declare
degree
department
desire
difference
does
due
earliest
education
election
empire
enclose
engage
entertain
entire
entrance
escape
estate
examination
expense
family
favor
final
foreign
fortune
general
government
guess
guest
human
husband
important
impossible
imprison
improvement
include
information
interest
invitation
justice
ledge
length
less
license
lose
madam
mayor
measure
mention
mortgage
motion
Mrs.
neither
nuisance
occupy
often
opportunity
period
personal
physician
piece
pleasant
possible
prairie
primary
private
privilege
probably
progress
prompt
property
really
recommend
persuade
region
relative
request
restaurant
restrain
salary
scene
search
secretary
section
select
signature
statement
station
stopped
supply
tomorrow
superintendent
too
total
Wednesday
whether
whom
whose

Eighth Grade List—112 Words

absence
adopt
affair
agreement
allege
annual
application
appreciate
argument
arrangement
article
assist
associate
association
assure
athletic
await
career
celebration
character
circular
circumference
citizen
combination
committee
concern
conference
connection
consider
consideration
convenient
cordially
decision
develop
difficulty
director
disappointment
discussion
distinguish
distribute
divide
doubt
drown
effect
elaborate
emergency
employ
entitle
especially
estimate
evidence
experience
extreme
feature
February
finally
firm
folks
forenoon
further
height
illustrate
immediate
increase
investigate
issue
judgment
local
majority
marriage
material
mere
minute
national
necessary
object
official
organization
organize
particular
political
popular
practical
prefer
preliminary
principal
principle
proceed
provision
publication
recent
refer
reference
relief
respectfully
responsible
secure
senate
session
summon
suggest
system
testimony
therefore
thermometer
treasure
unfortunate
various
victim
volume
witness
wreck

Rules for Punctuation

1. Periods are used to:
    - a. Mark the end of a declarative sentence
    - b. Mark the end of an imperative sentence
    - c. Follow most abbreviations
2. The question mark is used to follow a direct question.
3. The exlamation point is used to show strong feeling.
4. Commas are used to:
    - a. Set off the day from the year in dates
    - b. Set off the city from the state
    - c. Set off words, phrases, or clauses in a series
    - d. Set off a parenthetical expression from the rest of the sentence (a parenthetical expression is any unnecessary insert or explanation within a sentence.)
    - e. Set off yes or no (or any form of yes or no) at the beginning of a sentence
    - f. Follow the salutation in a business letter
    - g. Make a written idea clear
    - h. Set off two complete thoughts separated by a conjunction
5. Semicolon is used to:
    - a. Separate complete thoughts where no conjunction is present
    - b. Make your thoughts clear where commas are already present
6. The colon is used to:
    - a. Follow the salutation in a business letter
    - b. Direct attention to something following, usually preceded by the expression as follows or the following
    - c. Separate the hour and minutes in time
7. Parentheses are used to enclose unimportant remarks, apart from the main thought.
8. The apostrophe is used to indicate the absence of letters from words or combined words.
9. Quotation marks are used when you desire to express exactly the words of another.
10. The hyphen is used between syllables of a divided word, at the end of a sentence or between the parts of a compound word.

Business and Social Letters

Business Letters:

North 201 Ash Street
Spokane, Washington
(Zip Code)
June 23, 1967

J. P. Smith Company
Personnel Department
South 123 Fremont Street
Portland, Oregon

Dear Sirs:

Typewritten letter would begin here.
Cursive letters would begin here.

(Skip two lines between paragraphs.)

....

....

Sincerely,

(Signature)

*Balance the entire letter in the center of the sheet.
*Use ink or a typewriter.
*Use block or slant style but don't use both.
*Watch for neat even margins
*Indicate in closing Miss or Mrs. in parentheses.

I. The heading
   a. Do not abbreviate.
   b. Use the complete address.

II. The Inside Address
   a. Begins 2 lines below the heading.

III. The Salutation
   a. Begins 2 lines below the address.
   b. Forms: Dear Sir, Gentlemen, Dear Mr. Jones.

IV. The Body
   a. Be brief, accurate, and polite.
   b. Begin 2 lines below salutation.

V. The Complimentary Close
   a. Begins 2 spaces below the body.
   b. Forms: Yours truly or sincerely.

VI. The Signature
   a. Begins 4 spaces below the close.
   b. Courtesy requires a signature.

Social Letters:

North 201 Ash Street
Spokane, Washington
(Zip Code)
July 21, 1967

Dear Annette,

Begin the body of the letter here.

Your friend,

(Miss) Jane Doe

- I. The Heading
  - a. Do not abbreviate.
  - b. Use the complete address.
- II. The Salutation
- III. The Body
  - a. Be friendly and newsy.
  - b. Always use ink.
- IV. The Complimentary Close
- V. Signature

*When you are writing a business or a social letter be sure and watch the following: penmanship, spelling, margins, punctuation, and grammar.

*Always read the finished letter at least once to be sure it says what you mean.

The Envelope:

Mark Sims
North 5118 Dalke Street
Spokane, Washington (Zip Code)

STAMP

John R. Smith
South 1408 Pittsburgh Avenue
Portland, Oregon (Zip Code)

*Use either slant or block style, not both.

*Use complete accurate addresses, do not abbreviate.

*When you are writing a business or a social envelope be sure and watch the following: penmanship, spelling, and punctuation.

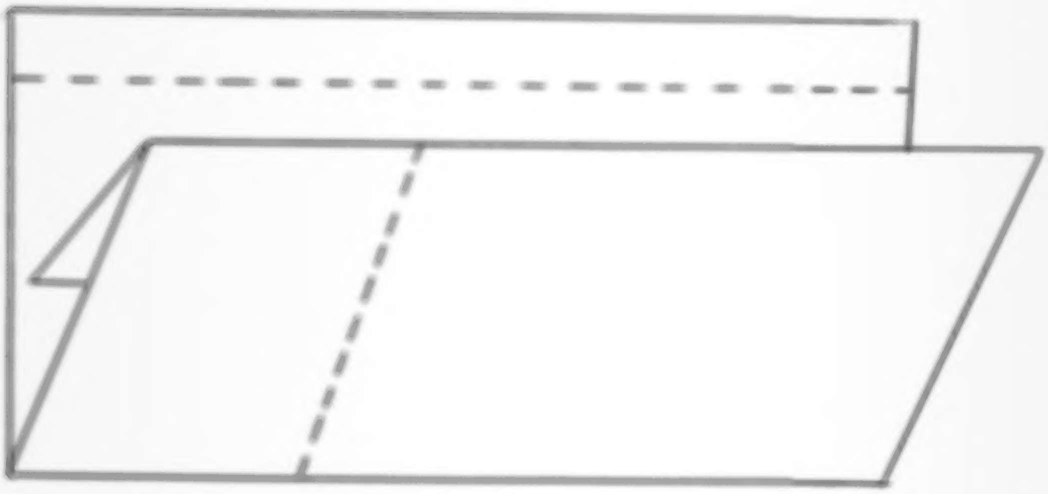
The Paper:

a. Business letters should be written on standard size (8½" by 11").

b. Business letters should be folded twice horizontally, taking care that a slight tab is left for easy unfolding, and once vertically to fit the envelope.

c. The above recommendations apply also to a social leter.

d. Fold this paper to fit the envelope before finally creasing.



Tab for easy unfolding

Audio-Visual Aids

Audio-visual aids in the Basic Skills program can be used effectively to motivate, stimulate and create a learning situation. A teacher's presentations on the blackboard or with flash-cards, charts, pictures and maps, are the basic aids in the skills program. To supplement these, there are many available devices used successfully in Basic Skills programs.

1. **Tape recorder**
   a. Phonics, spelling and arithmetic drills
   b. Reading, with portable listening station for stories prepared by teacher or student
   c. To record students' voices as they read
   d. To develop skills for following directions
2. **Portable listening station** (includes ear phones and central control box)
   a. With records for mastery of basic arithmetic facts, stories, phonics and drill
3. **Controlled reader**
   a. For word recognition skill, phonetic construction, spelling and sight vocabulary
   b. For improvement of eye movement and span to overcome regression in reading and comprehension
4. **Overhead Projector**
   a. Transparencies may be obtained or teacher prepared in all areas of the curriculum
5. **Manipulative Materials**
   a. Flannel board
   b. Magnetic boards
   c. Number lines
   d. Many other valuable materials such as abacus, cuisinaire rods, etc.
6. **Television**
7. **Guest Speakers**
   a. A wide variety of community service groups are anxious and willing to participate in class programs
8. **Field trips**
   a. Trips to community centers of culture or learning are often valuable. (Library, Community College, City Hall, etc.)
9. **Films**
   a. Adult interest level films may often be obtained from local film libraries
   b. Many other film sources are also available. For film catalogs see list (p. 79.) The film sources listed require only return postage on most films borrowed.
   c. Films may be for the purpose of aiding instruction and the cultural or general information contained.

10. **Pamphlets**
    a. Free and inexpensive materials on all levels and in all subject areas are available through governmental agencies and commercial sources.
    b. Local libraries have lists of free and inexpensive teaching materials.

Film Catalogs

A.B.A. Banking Ed. Committee
12 East 36th Street
New York, New York 10016

Air Force Film Library Center
8900 South Broadway
St. Louis, Missouri 63125

Aluminum Company of America
Motion Picture Section
818 Alcoa Bldg.
Pittsburg, Pennsylvania

American National Red Cross
1550 Sutter Street
San Francisco, California

Association Films, Inc.
25358 Cypress Avenue
Hayward, California

Audio Visual Center
Washington State University
Pullman, Washington 99163

Audio-Visual Service
Sales Service Division
Eastman Kodak Company
Rochester, New York

Chief, U. S. Weather Bureau
24th and M Streets, N.W.
Washington, D. C.

Department of State
Films Officer
Office of Media Services
Bureau of Public Affairs
Washington, D. C. 20520

E. I. duPont De Nem. & Co., Inc.
Advertising Dept.—Motion Pict.
Wilmington, Delaware

Encyclopedia Britannia Films, Inc.
Advert'g & Sales Promotion Dept.
Wilmette, Illinois

Ford Motor Company
The American Road
Dearborn, Michigan

General Motors Corp.
508 United California Bank Bldg.
405 Montgomery Street
San Francisco, California 94104

Harvest Films, Inc.
98 Riverside Drive
New York, New York

Ideal Pictures, Inc.
1201 S.W. Morrison
Portland, Oregon

Kaiser Steel Corp.
Kaiser Center—Lakeside Drive
Oakland, California

3 M Company
Department Y2-542
2501 Hudson Road
St. Paul, Minnesota

Modern Talking Picture Service
2100 N. 45th Street
Seattle, Washington 98103

National Aero. & Space Admin.
Educational Audio-Visual Branch
—Code AFEE-3
Washington, D. C.

National Association of Manufs.
2 East 48th Street
New York, New York

Film Catalogs—Continued

Pacific Gas Transmission Company
Hutton Bldg.
9 South Washington Street
Spokane, Washington

Pacific N.W. Bell Tel. Co.
Area Public Relations Dept.
1200 3rd Aveune
Seattle, Washington 98101

Shell Oil Company
430 Peninsular Avenue
San Mateo, California

Standard Oil Co. of California
Public Relations Department
225 Bush Street
San Francisco, California

Sterling-Movies USA—Inc.
43 West 61st Street
New York, New York

United Airlines
School and College Service
5959 South Cicero Avenue
Chicago, Illinois

U. S. Atomic Energy Commission
Director, Information Division
Hanford Operations Office
P.O. Box 550
Richland, Washington

U. S. Bureau of Reclamation
Chief Engineer
Building 53
Denver Federal Center
Denver, Colorado

U. S. Dept. of Agriculture
Office of Information
Washington, D. C.

U. S. Department of Interior
Office of Secretary
Washington, D. C. 20240

Washington Dept. of Commerce &
Economic Development
Photo Librarian
General Administration Building
Olympia, Washington

Washington State
Department of Natural Resources
Public Lands-Soc. Sec. Bldg.
Olympia, Washington

Wash. State Civil Defense Dept.
Film Library
P.O. Box 519
Olympia, Washington

Washington Water Power Company
Film Library
P.O. Drawer 1445
Spokane, Washington

Western Oil & Gas Association
609 South Grand Avenue
Los Angeles, California

Xerox Corporation
Audio-Visual Services
Midtown Tower, 2nd Floor
Rochester, New York 14604

Program for the Certificate of Educational Competence

Instructions for Administration

1. The minimum acceptable score on the General Educational Development Tests entitling the applicant to receive a Certificate of Educational Competence is a standard score of 35 or above on each of the 5 tests and an average standard score of 45.
2. Applicants who fail to achieve minimum acceptable scores qualifying them to receive the Certificate may be given a form certifying to their actual scores and indicating the Washington high school senior and national test percentiles by the officer in charge of the authorized testing agency.
3. Subject to the regulations of the Commission on Accreditation of Service Experiences, an applicant who has failed to achieve a minimum test score may apply for a re-test at the discretion of the testing official. In the event of such re-test, the testing official must ascertain the place and circumstances under which the test had been initially administered; the form of the test given and any other pertinent matters.
4. Official test agencies authorized to administer tests for the Certificate of Educational Competence shall be those agencies authorized by the State Superintendent of Public Instruction, established in connection with community colleges, technical institutes, adult education centers and other public schools administered under the State Superintendent of Public Instruction.
5. Any public agency, i.e., the Departments of Public Assistance, Employment Security, a court, parole or probation officer charged with responsibility with regard to an applicant under 21 may request the proper school officials to certify the applicant as eligible for the Certificate of Educational Competence Testing Program. Such request and certification should be accompanied by a brief description of the circumstances warranting the request.
6. Where local offices of Public Assistance, Employment Security or other State agencies maintain an approved testing center, permission may be given for these centers to administer the test and to transmit the test results and supplementary report through the local public school testing center to the State Superintendent of Public Instruction for issuance of the Certificate.

   Where possible, it is preferable that the test be administered in the authorized testing center established in the nearest community college, technical institute or adult education center.
7. The Certificates of Educational Competence will be issued by the State Superintendent of Public Instruction upon receipt of the official test results and required supplementary information from the testing center.

   The Certificate, signed by the State Superintendent, will be sent to the testing center to be countersigned by the official in charge of the testing center and transmitted to the applicant.

8. The Certificate may be issued to servicemen who have taken the General Educational Development tests at an educational center maintained by the Armed Forces under the following conditions: The serviceman may make application to a local authorized testing center or directly to the Office of the State Superintendent of Public Instruction. If application is made to the local office the necessary information will be transmitted to the State Office which will request an official transcript of the applicant's test record from the Armed Forces testing center, which administered the test. The Certificate will be issued directly from the office of the State Superintendent.
9. The same procedure may be followed in processing applications from persons who may have satisfactorily passed the tests in connection with the Job Corps Training Program, or other official state or federal activities maintaining educational programs and authorized testing centers.
10. Authorized testing centers approved by the State Superintendent of Public Instruction for the issuance of the Certificate of Educational Competence will charge a uniform fee of $7.50 for administration of the test. As a minimum service the Center will be required to provide an individual counseling interview to the applicant providing him with an explanation of his test results and such relevant information as to the educational needs of the applicant as might be deemed appropriate.

Regulations

It is evident that a substantial number of adults will not have completed their high school education and will be unable for one reason or another to enroll in a program for the completion of an adult high school diploma.

Inasmuch as an increasing proportion of employment opportunities, or the training essential to them, are based upon a specified level of educational attainment, it continues to be the responsibility of this State to provide these adults with an opportunity to demonstrate their level of educational proficiency and to receive some appropriate certificate attesting to this.

1. The State Superintendent of Public Instruction shall authorize those agencies established by the Commission on Accreditation of Service Experiences of the American Council on Education and approved by the State Board of Education to administer the appropriate forms of the General Educational Development Test to qualified applicants.

   The Superintendent may authorize testing and counseling offices established by other official State agencies to administer tests which qualify for the Certificate of Educational Competence, provided prior interagency agreements have been reached as to tests used, the applicable norms and minimum scores and the submission of essential reports to the Superintendent's office.

2. Upon satisfactory completion of such tests and in accordance with norms established by the State Superintendent of Public Instruction, a Certificate of Educational Competence shall be issued by the State Superintendent, to be countersigned by the examining officer.

3. Any person 21 years of age and over shall be eligible for the testing program upon payment to the authorized testing agency of a fee to cover the costs of the tests as established by the State Superintendent of Public Instruction.

   Under special circumstances persons under 21 years of age who are unable to complete their high school education in a formal course of study, but who must present evidences of educational competence in order to qualify for employment or training, may be given the test upon presentation of an affidavit properly signed by the designated official of the school district of residence. The Department of Public Assistance, the Department of Employment Security, a court, parole or probation officer, or other public officer charged with responsibility involving the applicant, may recommend such action to the proper school official.

4. Upon satisfactory completion of the test, the applicant will be eligible to receive a Certificate of Educational Competence, approved and issued by the State Superintendent of Public Instruction and countersigned by the examining officer.

   To qualify for the Certificate of Educational Competence, the applicant's test scores must achieve the minimum level as determined by the State Superintendent of Public Instruction. The Certificate will indicate the applicant's scores in total and by test areas along with the average score of Washington high school seniors.

5. The State Superintendent of Public Instruction will require all authorized testing agencies to keep adequate records of applicants tested and other pertinent information and submit such reports as the Superintendent may require.

Bibliography

This is a partial list of materials for beginning teachers and students of Adult Basic Education. Current studies are underway determining needs and developing new materials. Publishers are continually bringing out new publications for this growing field, consequently the following list cannot be complete.

In this bibliography BS I indicates Basic Skills (Grades 0-3), BS II (Grades 4-6), and BS III (Grades 7-8).

For other listings see publishers and bibliographies such as that of the American Library Association or the Columbus Center for Adult Education:

American Library Association, *Books for Adults Beginning to Read.* Chicago, Illinois American Library Association, 1965.

Barnes, Robert F. and Andrew Hendickson, *Graded Materials for Teaching Adult Illiterates.* Columbus, Ohio: Center for Adult Education, Ohio State University, 1965.

U. S. Office of Health, Education, and Welfare, Lists of Materials for Adult Basic Education, Washington, D. C.

Publications for Administrators and Teachers of Basic Skills

Brice, Edward W., Roy B. Minnis, and Ellen C. Henderson. *Teaching Adults the Literacy Skills.* Program Office, General Federation of Women's Clubs. 1734 N. Street N.W., Washington 6, D. C.

Cass, Angelica, and Arthur Crabtree. *Adult Elementary Education.* New York: Noble and Noble.

Harrington, Michael. *The Other America.* Penguin, 1964.

Hollis, Jennie—Clyde. (ed.) *Curriculum Guide to Adult Basic Education,* Intermediate Level, U. S. Office of Education. 1966. No. OE-13031, GPO, Wash. D. C.

Holt Adult Education Newsletter. New York: Holt, Rinehart and Winston. (bi-monthly, free)

"The Library and Adult Illiteracy," *Wilson Library Bulletin,* 40. September, 1962. The theme for nine articles is Adult Basic Education.

May, Edgar. *Wasted American.* Signet Pocket Book, 1964.

Mott Adult Reading Center. *Teaching Adults to Read,* Reading 1500. Galien, Michigan: Allied Education Council, 1965.

Olsen, James T., "Instructional Materials for Functionally Illiterate Adults," *Journal of Reading.* October 1965.

"Reading and Literacy," *The Reading Teacher.* October 1965. Literacy is the theme for five articles.

Rosner, Stanley L. and Gerald Schatz, "A Program for Adult Nonreaders," *Journal of Reading,* March 1966.

Smith, Edwin and Marie. *Teaching Reading to Adults.* Washington, D. C.: The National Association of Public School Educators, 1201 N.W. 16th Street, 1962.

Wallace, Mary C. *Literacy Instructor's Handbook.* Chicago, Illinois: Follett Publishing Company, 1965.

Ward, Betty, and Edward Brice. *Literacy and Basic Elementary Education for Adults.* Washington, D. C.: U. S. Department of Health, Education and Welfare, 1961.

Texts for Teaching Reading

Botel, Morton. *How to Teach Reading.* Chicago, Illinois: Follett Publishing Company.

Gainsburg, Joseph C. *Advanced Skills in Reading.* New York: The Macmillan Company. 1962.

Gates, Arthur I. *The Improvement of Reading.* Third edition. New York: The Macmillan Company.

Gray, William S. *On Their Own in Reading.* Chicago, Illinois; Scott, Foresman and Company, 1960.

.... *The Teaching of Reading and Writing.* Chicago, Illinois: Scott, Foresman and Company, 1961.

Harris, Albert J. *How to Increase Reading Ability.* Fourth edition. New York: Lingmans, Green and Company, 1961.

Heilman, Arthur W. *Phonics in Proper Perspective.* Charles E. Merrill Books, Inc. 1964.

Karlin, Robert. *Teaching Reading in High School.* The Bobbs-Merrill Company, Inc. 1964.

Owens, A. A. and W. Sharlip. *Elementary Education for Adults.* Philadelphia: John Winston 1950.

Russell, David H., and Etta E. Karp. *Reading Aids Through the Grades.* New York: Bureau of Publications, Teachers College, Columbia University, 1951.

Scott, Louise Binder, and J. J. Thompson. *Phonics in Listening, in Speaking, in Reading, in Writing.* St. Louis, Missouri: Webster Publishing Co., 1962.

Spache, George D. *Toward Better Reading.* Champaign, Illinois: Garrard Publishing Company, 1962.

Walters, R. C. and Marion M. Lamb. *Word Studies.* Fourth Edition. San Francisco, California: South-Western Publishing Company.

Wood, Evelyn Nielson, and Marjorie Wescott Barrows. *Reading Skills.* Henry Holt and Company, Inc. 1958.

Learning 100, Basic Adult Education System, Huntington, New York: Educational Developmental Laboratories, 1966. This is a multi-level program, from readiness for non-readers reading levels 4-8. It involves a classroom learning laboratory with Aud-X, Controlled Reader, and other aids.

Basic Reading Texts

Adair, J. B. and Robert L. Curry. *Reading for a Purpose.* Chicago, Illinois: Follett Publishing Company, 1965. Fifty loose-leaf lessons in a vinyl binder. 0-6.

Adult Readers. Reader's Digest Services, Inc. Pleasantville, New York. 1964 and 1965. This series is composed of twelve booklets, divided into three steps. Step 1 and 2 can be used in Basic Skills I; step 3 in Basic Skills II. Topics are high interest level with a solid skill-building program. Titles included:

I

Workers in the Sky
Send for Red
Second Chance
Mystery of the Mountains

II

A Race to Remember
Santa Fe Traders
Valley of 10,000 Smokes
Men Who Dared the Sea

II

Guides to High Adventure
"I Fell 18,000 Feet"
First at the Finish
What's on the Moon?

Bauer, Josephine. *Getting Started, Communications I* (0-2), 1965. *On the Way, Communications II* (3-4), 1965. *Full Speed Ahead, Communications IIII* (5-6), 1966. Chicago, Illinois: Follett Publishing Company.

Cass, Angelica W. *Live and Learn.* Revised edition. New York: Noble and Noble, Inc., 1962. Includes a vocabulary of 600 words with practice exercises. BS I-II.

Henderson, E. C., and T. L. Henderson. *Learning to Read and Write.* New York: Holt, Rinehart and Winston, 1965. Beginning lessons in reading, writing, and spelling with emphasis on daily adult concerns, such as shopping, letter writing, signs, etc. BS I.

Henney, Lee. *Systems for Success,* Books 1 and 2. Chicago, Illinois: Follett Publishing Company. 1964.

Book I: Contains three sections, phonics charts, arithmetic lessons, and English lessons. BS I.

Book II: Aims to expand the student's vocabulary, increase his reading and study skill and provide practice in taking practical examinations and completing job and license forms. BS II-III.

Laubach, R. C. *Building Your Language Power.* Morristown, New York: Silver Burdett Company. 1965. BS I. Adopted from the Laubach *Streamlined English Series,* this is a self-directed basic reading program for adults, including practice in manuscript writing. Six programmed workbooks.

.... *Streamlined English Series.* New York, New York: New Reader Press, Macmillan Company. 1963.

Pre-level one material is composed of a *Writing Book* with *Charts and Stories,* dealing with vowels and consonants through picture associations. Levels one and two are included in one workbook, *Streamlined English.* BS I.

McCall, William A., and Lelah Mae Crabbs. *Standard Test Lessons in Reading* Books A-C. New York, New York: Bureau of Publications, Teachers College, Columbia University. 1961. BS I-III. Short exercises for reading speed with comprehensive checks.

Mott Adult Reading Services. *Basic Language Skills 300, 600, 900.* Galien, Michigan: Allied Education Council, 1965. BS I-III. A basic language skills program for adults. The series of three sections range from 1-9 level.

Operation Alphabet, National Association of Public School Adult Educators, Washington, D. C. 1962. The TV home study book could be used in a class without TV. BS I.

Reader's Digest Skill Builder Series. Pleasantville, New York: Reader's Digest Services, Inc. 1958. BS III. High interest stories for the more advanced reader. Includes comprehension checks and vocabulary building.

Reader's Digest Skill Builder Series. Pleasantville, New York: Reader's Digest Services, Inc. 1959. High interest level with easy vocabulary and comprehension checks for each story. Although designed primarily for children, they are serviceable for adults. Available in three grade levels with three parts to each level. Total 9 books. BS I-II.

Science Research Associates. *Reading Laboratory.* Series Ia, Ib, Ic, IIa, IIb, IIc, IIIa. Chicago, Illinois. 1961. Develops skills including: word recognition, comprehension, vocabulary, expansion, reading speed, and listening comprehension.

Ia—For children, but adaptable for adult program—BS I

Ia—For children, but adaptable for adult program. Reading level, 1.2-3.0—BS I

Ib—Reading level, 1.2-4.0—BS I

Ic—Reading level, 1.4-5.0—BS I

IIa—Reading level, 2.0-7.0—BS II

IIb—Reading level, 3.0-8.0—BS II

IIc—Reading level, 4.0-9.0—BS II

IIIa—Reading level, 3.0-11.0—BS III

Simpson, Elizabeth. *Better Reading*, Books 1 and 2. Chicago, Illinois: Science Research Associates. BS II-III. Books 1 and 2 or a series of three are designed to develop comprehension and speed through 20 reading selections. Practice exercises include comprehension and vacabulary checks.

Smith, H. A. and I. Wilbert. *How to Read Better.* Revised edition. Austin, Texas: The Steck Company. 1964. BS II. May be used for practice in developing basic reading skills. Emphasis is given to reading for main ideas and details.

.... *I Want to Read and Write.* Revised edition. Austin, Texas: The Steck Company. 1964. BS I-II. A revised reading work text including controlled vocabulary exercises and review activities and tests.

Specific Skills Series. Books A through F. Rockville Center, New York: Barnell Loft, Limited. 1962. BS I-II. Four types of comprehension skills are developed in four separate workbooks for each level from 1-6. The workbooks are: *Locating the Answer, Getting the Facts, Following Directions,* and *Using the Context.*

Steps to Learning. Book 1. Editorial Staff. Austin, Texas: The Steck Company. 1963. BS I-II. Content centered around development of cursive writing, visual discrimination of words, auditory discrimination of consonants and blends.

Stone, Clarence R. *New Practice Readers.* Books A-G. St. Louis, Missouri: Webster Publishing Company. 1962. A combined text and work book, consisting of vocabulary, short story, and comprehension exercises.

Book A Level 2
Book B Level 3 } BS I
Book C Level 4
Book D Level 5 } BS II
Book E Level 6
Book F Level 7
Book G Level 8 } BS III

Thurstone, Thelma G. *Reading for Understanding.* Chicago, Illinois: Science Research Associates. 1959. BS II-III. This kit of materials is a multi-level learning system comprising 4,000 practice paragraphs arranged in a graduated sequence of difficulty. The students may work individually at their own level and answer the questions which deal with main ideas, details, and reasoning.

U. S. Armed Forces Institute Materials. Washington, D. C.: Government Printing Office.

Dale, Edgar, *New Flights in Reading Reader MC804.* 1964. BS II.
Harding, Lowry and James Burr. *Men in the Armed Forces, MB001.* 1956. BS I.
Study Cards.
Harding, Lowry. *Servicemen Learn to Read Practice Books.* 1956. BS I.

Woolman, Myron. *Reading in High Gear.* Chicago, Illinois: Science Research Associate. 1964. BS I.

Supplementary Reading Material

Abramowitz, Jack, *Study Lessons in Our Nation's History.* Chicago, Illinois: Follett Publishing Company, 1964—RS II.

Study Lessons on Documents of Freedom, 1964—RS III.
From Colonial Times to Independence, 1965—RS III.
The Constitution, 1965—RS III.
The Growing Nation, 1965—RS III.
Change and Crisis in American Life, 1965—RS III.
The Civil War and Reconstruction, 1965—RS III.
Changing America Since 1865, 1965—RS III.
American Politics, 1865-1940, 1965—RS III.
American Foreign Policy, 1965—RS III.
Problems of American Democracy, 1965—RS III.

Alesi, Gladys and Dora Pantell. *Family Life in the U.S.A.* New York, New York: Regents Publishing Company, 1962.

Behavioral Research Laboratories. *Programmed Instruction Material.* Palo Alto, California: Ladera Professional Center, 1966.

Geography of the United States
The American Economics Series
The Consumer Mathematics Series
United States Constitution
The American Government
The American Health and Safety Series
Applied Logic—An Introduction to Scientific Reasoning
English Grammar

Board of Education of New York City, *Call Them Heroes.* Morristown, New Jersey: Silver Burdett Company. RS II.

Branley, Franklyn. *Reader's Digest Science Readers.* Pleasantville, New York: Reader's Digest Services, Inc. RS II-III. Consists of four books (at four levels) with stories and articles adapted from *The Reader's Digest.* Topics include: The Earth, Astronomy and Space Science, Living Things, Matter and Energy.

Bright, Emma Lewis and Eva C. Mitchell. *Home and Family Life Series.* New London, Connecticut: Arthur C. Croft Publications, 1955—RS I.

.... *Home and Family Life Series*
.... *A Day With the Brown Family*—RS I.
.... *Making a Good Living,* 1949—RS I.
.... *The Browns at School,* 1949—RS I.
.... *The Browns and Their Neighbors,* 1949—RS I.

Bureau of Indian Affairs Adult Education Series, Washington, D. C.: Bureau of Indian Affairs, Department of the Interior.

Clark, Ann N., *Safe Drinking Water*—RS I.
.... *Group Organization,* 1956—RS I.
.... *Banking,* 1956—RS I.
Duley, Alvin J., *Our Family*—RS I.

Williamson, Vera, *I Am a Good Citizen*, 1964—BS I.
Dailey, Tonilla, *My Garden*, 1964—BS I.
Best, Mary, *Catching Sickness*, 1963—BS I.
Hill, Jessie L., *I Can Tell Time*, 1964—BS I.
—————— *Budget Stretchers*, 1963—BS I.

Case, Angelica W. *How We Live*. New York: Noble and Noble, 1965—BS I.

—————— *Live and Learn*. New York: Noble and Nobles, 1962—BS I.

—————— *How to Become a United States Citizen*. New York: Noble and Noble, 1963—BS II.

Coleman, James C., Francis Berres, Frank M. Hewett, William S. Briscoe. *Deep-Sea Adventure Series*. San Francisco, California: Harr Wagner Publishing Co., 1962—BS I-II. A series of eight stories with comprehension drills for each chapter. Titles include: The Sea Hunt, Treasure Under the Sea, Submarine Rescue, The Pearl Divers, Frogmen in Action, Danger Below, Whale Hunt, Rocket Divers.

Crabtree, Arthur P. *You and the Law*. New York: Holt, Rinehart and Winston. 1964—BS III. The author simplifies legal guidance in installment buying, landlord and tenant relationships, mortgages, insurance, will, civil rights, and criminal law.

Crothers, George D. *American History*. New York: Holt, Rinehart and Winston, Inc. 1964. BS III. This book will help to explain what America is, and what is meant by the "American Way of Life." It is the story of how Americans learned to think and act the way they do, and how they made the United States the country it is today.

Dixon, Robert. *American Classics*. New York, New York: Regents Publishing Co., Inc. 1954. BS III. Several classics written by American authors have been adapted and simplified for this series. Titles: *House of Seven Gables, Moby Dick, Murders in the Rue Morgue, The Gold Bug, The Pathfinder, Outcasts of Poker Flat, Luck of Roaring Camp,* and *The Hoosier Schoolmaster.*

—————— *Easy Reading Selections in English*. New York: Regents Publishing Company, Inc. 1948. BS II-III. Simplified versions of well-known stories by classic authors. Comprehension exercises included.

—————— *Modern Short Stories in English*. New York, New York: Regents Publishing Company, Inc. 1950. BS III.

—————— *The U.S.A. Series*. New York, New York: Regents Publishing Company, Inc. 1959. BS II-IIII. A series that deals with the geography of the United States, growth and expansion from earliest times; famous men as revealed through historical events; famous men as developed through American business and industry; social institutions, customs and traditions of present day United States. Titles include: *The Land and the People, Men and History, Men and Machines, Customs and Institutions.*

Fairchild, John E. *Principles of Geography for Adults.* New York: Holt, Rinehart and Winston. 1964. RS III. This work deals in the basic elements of physical geography which include geology, oceanography, and meteorology.

Federal Textbook on Citizenship (Titles below), Washington, D. C.: Superintendent of Documents.
  On the Way to Democracy, Book 3 (Form M-11)—RS II.
  Rights of the People, Book 3 (Form M-15)—RS II.
  The Business of Our Government, Book 3 (Form M-19)—RS II.
  Laws for the Nation, Book 3 (Form M-23)—RS II.
  Our Constitution Lives and Grows, Book 3 (Form M-27)—RS II.
  Our Constitution and Government, Simplified Edition (Form M-4)—RS II.

Francis, Roger, and Sam Iftikhar. *How to Find a Job.* Syracuse, New York: New Readers Press, 1962. RS II. Conversational tips and procedures which should be known when looking for a job.

Goble, Dorothy, *Practical Education Series.* Los Angeles, California: California Migrant Ministry, 3330 West Adams Boulevard. Especially written for migrant workers, the titles are:
  The Lopez Family
  Read to Learn
  How to Be a Citizen of the United States
  You and Your Money
  Good Health for You and Your Baby
  Homemaking Handbook
  Driver Education I and II (California Laws)
  How to Get a Job

Goldberg, H. R., and W. T. Brumber, Editors. *The Job Ahead.* (New Rochester Occupational Reading Series.) Chicago, Illinois: Science Research Associates. 1963. RS I-II. This series has been developed to include three textbooks, all based on the same content, at three different reading levels. Separate multi-leveled exercise books provide additional practice, emphasizing comprehension and word meaning. The job oriented content is keyed to the experiences of teen-agers and young adults. Also included are episodes which deal with problems facing young married couples with children, in-laws, and elderly parents.

Good Manners in the U.S.A. Syracuse, New York: New Readers Press, 1963. RS I. This small booklet describes what to say, how to act, in various situations in the home and in public.

Goss, Jocelyn P. *The Thomases Live Here.* Holt Adult Basic Education Series. New York: Holt, Rinehart and Winston, Inc. 1965.

Hollander, Sophie Smith. *Impressions of the United States.* New York, New York: Holt, Rinehart and Winston, Inc. 1964.

Hudson, Margaret W. *To Be a Good American Series.* Palo Alto, California: Fearon Publishers. This series consists of four workbooks entitled:

In Your Family
In Your Community
In Your State
In Your Country

Interesting Reading Series. Chicago, Illinois: Follett Publishing Company, 1964. RS II. A series of nine books, each containing short stories, which provide a means for the development of purposeful reading habits. Titles: *Adventures in Space* (Murphy), *Buried Gold* (Eimer), *First Adventure at Sea* (Rifkin), *First Fighters* (Kendrick), *Mary Elizabeth and Mr. Lincoln* (Seyler), *Mystery at Broken Wheel Ranch* (Eimer), *Ten Great Moments in Sports* (Allen).

Israel, Saul. *Introduction to Geography.* New York, New York: Holt, Rinehart and Winston, Inc. 1964. RS II. Regional world survey covering each country's physical, cultural, social, economic, and political individuality as determined by the region's geography, climate, and resources.

Laubach, Frank C., and Pauline Jones Hord. *A Door Opens.* New York, New York: The Macmillan Company. 1962. RS I. Stories revolve around a family of low economic means.

————————— *Going Forward.* New York, New York: The Macmillan Company. 1962. RS II. Second book in the series, also about the Hill family.

Laubach, Robert S. *News for You.* Levels A and B. Syracuse, New York: New Readers Press. This is a weekly newspaper in easy English for adults. It brings to your reading or language class each week easy-to-read news and features written for adults.

A—RS I-II.
B—RS II.

Money Management Series, Money Management Institute of Household Finance Corporation. Chicago: Household Finance Corporation, 1964.

Children's Spending, 1951—RS III.
Your Food Dollar, 1960—RS III.
Your Shopping Dollar, 1962—RS III.
Your Shelter Dollar, 1957—RS III.
Your Savings and Investment Dollar, 1959—RS III.
Your Home Furnishings Dollar, 1963—RS III.
Your Health and Recreation Dollar, 1961—RS III.
Your Equipment Dollar, 1963—RS III.
Your Clothing Dollar, 1959—RS III.
Young Moderns, 1963—RS III.
Your Automobile Dollar, 1963—RS III.
Your Budget, 1960—RS III.

Morris, Phyllis D. *Life With the Lacketts.* Holt Adult Basic Education Series. New York, New York: Holt, Rinehart and Winston, Inc. 1965.

Mott Adult Reading Center. *Occupational Series.* Galien, Michigan:

Allied Education Council, 1965. BS I. This series is designed to develop interest in job opportunities. Each of the books has been developed as supplementary reading on the beginning reading levels.

National Citizenship Education Program, *Literacy Reader, The Day Family, Books 1 and 2.* Washington: Superintendent of Documents, 1944. BS I.

Pomeroy. *Science.* New York, New York: Holt, Rinehart, and Winston. 1964. BS III. Basic principles of geology, meteorology, astronomy, biology, chemistry, physics, and space science, with their practical applications.

Rambeau, John and Nancy. *The Morgan Bay Mystery Series.* San Francisco, California: Harr Wagner Publishing Company. 1962. BS I-II. A series of four books with comprehension checks for each chapter. Titles include: *The Mystery of Morgan Castle, The Mystery of the Marble Angel, The Mystery of the Midnight Visitor, The Mystery of the Missing Marlin.*

Reader's Digest Adult Education Reader. Levels A and B. Pleasantville, New York: Reader's Digest Services, Inc. 1954. These collections of stories have been adapted from the *Reader's Digest.* The content generally includes consumer education, home and family life, use of leisure time, planning for retirement, parent education, earning a living, history and civics. Vocabulary and comprehension exercises follow each article.

Titles: Level A—*First Patrol and Other Stories*—BS II.
Level B—*Map of the World and Other Stories*—BS III.

Reader's Digest Readings, English As a Second Language. Books 1-4. Pleasantville, New York: Reader's Digest Services, Inc. BS II-III. Adapted from articles that have appeared in *The Reader's Digest.* Articles are followed by comprehension quizzes and word-study exercises. Books 1 and 2 are provided for the elementary level (5-6), books 3 and 4 for the intermediate level (7-8).

Remedial Reading, Book 1: Careful Reading, A Basic Systems Program. Developed under the Manpower Development and Training Act of 1962 (PL 87-415) contract No. MDS 24-64, between the Secretary of Labor and YMCA of Greater New York by Basic Systems, Inc., 880 3rd Ave., New York City.

Springboards, a set of pamphlets designed to stimulate interest of slow readers on the 4-5 level. New York, New York: Portal Press.

Starks, Johnetta. *Measure, Cut, and Sew.* New York, New York: Holt, Rinehart and Winston, 1966.

Turner, Richard H. *Turner-Livingston Reading Series.* Chicago, Illinois; Follett Publishing Company. 1962. BS II. Six work-text books in this series: *The Money You Spend, The Town You Live in, The Jobs You Get, The Person You Are, The Friends You Make, The Family You Belong To.* Content of the series is oriented around the concerns of young adults.

U. S. Dept. of Health, Education, and Welfare. *Bill Davis Gets A Social Security Card.* OASI 84a. Washington, D.C.: U. S. Government Printing Office.

U. S. Dept. of Health, Education, and Welfare. *Joe Wheeler Finds A Job and Learns About Social Security.* Washington, D. C.: U. S. Government Printing Office.

Language Skills Materials

Cass, Angelica W. *Everyday-English and Basic Word List for Adults.* New York, New York: Noble and Noble. 1960. BS I. Provides vocabulary used in various situations, such as home, transportation, home and family life, consumer needs, health employment.

Griffin, Ella Washington. *Three Instructional Tools for Teachers.* New London, Connecticut: Croft Publishers, 1950.

Loesel, W. G., and Samuel Wallace. *Help Yourself to Read, Write, and Spell.* New York, New York: Ginn and Company. Two work books, a remedial program for young adults.

Mitchell, Eva, and Marion Murphy. *Language Workbook.* New London, Connecticut: Arthur Croft Publications. 1950. BS I-II. In addition to both manuscript and cursive writing, basic punctuation, capitals and dictionary skills are included.

Mott Adult Reading Center. *Foundations for Spelling and Word Mastery.* Galien, Michigan: Allied Education Council, 1964. BS II. Intended to supplement the skills of *Basic Language Skills 600.* It is a work book and curriculum guide for developing spelling and vocabulary skills, based on persistent life situations.

Mott Adult Reading Center. *Foundations for Writing and Spelling 300.* Galien, Michigan: Allied Education Council, 1964. BS I. Proposed to supplement the work book for *Basic Language Skills 300*, this work book aims to develop cursive writing rather than manuscript writing. Develops basic spelling and vocabulary skills.

Mott Adult Reading Center. *Word Bank 300.* (Pictotex.) Galien, Michigan: Allied Education Council, 1965. BS I. A self-help work book using the association of printed and written name with pictures to identify common objects: 12 story units with 25 word photo vocabulary for each narrative. Seeks to reinforce the students' reading skills with spelling and writing skills.

Richards, I. A., and C. M. Gibson. *English Through Pictures.* New York, New York: Pocket Books, Inc., 1952.

——————. *A First Workbook in English.* Cambridge, Massachusetts: English Language Research, Inc., 1956.

Robertson, M. S. *Learning and Writing English.* (Revised Edition.) Austin, Texas: The Steck Company. 1964. BS I-II. Lessons in this workbook include: cursive writing, sentence structure, capitals, abbreviations, letter writing, use of verbs, punctuation, contractions, possessives, and dictionary skills.

Smith, H. A., and I. L. Wilbert. *I Want to Learn English.* Austin, Texas: The Steck Company. 1964. BS II. This review of language skills includes: sentence structure, capitalization, punctuation, parts of speech, usage, vocabulary, and spelling.

Spelling Word Power Laboratory Instructional Materials, 259 East Erie Street, Chicago, Illinois: Science Research Associates.
Laboratory 11b—BS II.
Laboratory 11c—BS III.
Laboratory 111a—BS III.

Varnado, Jewel. *English Essentials* (a refresher course). Austin, Texas: The Steck Company. 1964. BS II. This review of language skills includes: sentence structure, capitalization, punctuation, parts of speech, usage, vocabulary, and spelling.

Wachner, Clarence W. *English for Adults.* New York, New York: Holt, Rinehart, and Winston, Inc. 1964. BS III. Emphasis is placed on listening and speaking skills and recording ideas in writing. Seeks to improve the communication skills.

Weinhold, Clyde E. *English.* New York, New York: Holt, Rinehart and Winston, Inc. 1962. BS II-III. Gives basic instruction in American English.

Dictionaries

Basic Dictionary of American English. New York, New York: Holt, Rinehart, and Winston, Inc.

Thorndike, E. L., and C. L. Barnhart. *Junior Dictionary.* Chicago, Illinois: Scott Foresman and Company.

Arithmetic Skills Materials

Brice, Edward. *Arithmetic.* New York, New York: Holt, Rinehart and Winston, Inc. 1963. Covers material from basic number concepts through decimals. Used in Basic Skills I and II. A good review for Basic Skills III.

Dublin, Lewis, *The Blue Book of Arithmetic.* New York, New York: Regents Publishing Company, 1963.

Grossnickle. *Fundamental Mathematics for Adults.* New York, New York: Holt, Rinehart, and Winston. 1964. BS III. Extends skills in fractions, decimals, and percentage, plus introduction to informal geometry and beginning algebra.

Henney, R. Lee. *Systems for Success.* Chicago, Illinois: Follett Publishing Co., 1965. BS I-II. Includes arithmetic skills along with reading, handwriting, and language lessons. Book I covers material in basic arithmetic up to division by two digit numbers. Book II contains arithmetic skills on fractions, decimals, percentage and graphs.

Home and Family Life Series. New London, Connecticut: Croft Pub-

lications. Bright, Emma Lewis and Mitchell, Eva C. *Workbook in Arithmetic,* 1949. Griffin, Ella Washington, *Manual of Instructions for Arithmetic Workbook.* Adams, Alice, *Teacher's Answer Book to Workbook in Arithmetic.*

Kahn, Charles H., and Bradley, Hanna. *Using Dollars and Sense.* Palo Alto, California: Fearon Publishers.

Kinney, Lucien B., and others. *Holt General Mathematics.* New York, New York: Holt, Rinehart and Winston, Inc. 1960.

Lasley, Sidney J., and Mudd, Myrtle F. *Arithmetic in Life and Work.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958.

Mott Adult Reading Center, *Basic Numbers 300.* Galien, Michigan: Allied Education Council, 1946. BS I. Reviews basic facts in addition, subtraction, multiplication, and division combinations. Problem solving is based on various advertisements from newspapers with the slant on ability to read and understand them.

Peters, M., *Going Places With Mathematics.* Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1962.

Shea, James T. *Working With Numbers.* Austin, Texas: The Steck Co., 1954.

Shorling, Raleigh, Clark, John R., Potter, Mary A., and Deady, Carroll, *Learning to Compute, Book 1* (Also Book 2). Yonkers-on-Hudson, New York: World Book Company, 1940.

Stein, Edwin I. *Refresher Arithmetic.* Boston, Massachusetts: Allyn and Bacon, Inc. 1964. BS II.

Sullivan Associates. *Programmed Math for Adults.* New York, New York: McGraw-Hill Book Company, 1965.
Book 1—*Basic Addition*
Book 2—*Advanced Addition*
Book 3—*Subtraction*

TMI-Grolier, *Elementary Arithmetic: Addition and Subtraction Facts,* New York, New York: Teaching Materials Corporation, a Division of Grolier, Inc., 1961. Other titles:
Multiplication and Division Facts—Volumes 1 and 2, 1961
Elementary Arithmetic: Fractions Basic Concepts—Volumes 1 and 2, 1962
Decimal Numbers—Volumes 1 and 2, 1961

U. S. Armed Forces Institute Materials, Washington, D. C., Superintendent of Documents. Several books under each of these titles:
Arithmetic for Everyday Life
Basic Arithmetic
Review Arithmetic
Mathematics to Use

Wallace, Mary C. *Figure It Out.* Chicago, Illinois: Follett Publishng Company, 1965. BS I-III. Two books in the series. Book 1 covers material on levels 1 to 4; book 2 on levels 5 to 8. May have to be supplemented in areas where greater concentration is needed for mastery.

Weber and Weber, *Making Mathematics Plain.* Columbus, Ohio: McCormick-Mathers Publishing Co.

Achievement Tests for Basic Skills

Adult Basic Reading Inventory, Form A. Bensenville, Illinois: Scholastic Testing Service, 1965. Identifies both the absolute and the functional illiterate, with help for beginning formal reading instruction.

Botel Reading Inventory. Chicago, Illinois: Follett Publishing Company.

California Achievement Tests. Grades 1-9. Complete Battery. California Test Bureau, Monterey, California.

Iowa Every-Pupil Tests of Basic Skills. Gr. 3-5 and 5-9. 1940-47. Tests four areas: Reading Comprehension, Word study skills, Basic language skills, Basic arithmetic skills.

Wide Range Achievement Test. 1946 Edition. Joseph Jastak and Sidney Bijou. Measures basic arithmetic, reading, and spelling. Test can be given and its results achieved rapidly. Good tests for placement of students.

Metropolitan Achievement Tests. Harcourt Brace and World, Inc. 1959. Tests middle first grade to ninth grade. Tests achievement in vocabulary, reading comprehension, and arithmetic skills.

APPLICATION FOR EMPLOYMENT

Name Mr. / Mrs. / Miss ______________________________________
Last First Middle

Address ______________________________________

City and state ______________________________________

Date and place of birth ______________________________________

Height _____ Weight _____ Telephone __________ Social Security No. ______________

Check one: Married ___ Single ___ Divorced ___ Widow ___

Check one: Own home ___ Renting ___ Living with relatives ___

Number of dependents _______

Circle highest grade completed:

Grade School 1 2 3 4 5 6 7 8
High School 9 10 11 12

Last grade or high school attended: ______________________________
name location

Trades: If applying for a trades job, fill in this section.

What is your trade? ______________________________
Total work experience in this trade:
As an apprentice or helper? _______ years
As a journeyman? _______ years
Did you serve a regular apprenticeship? _____ How many years? ______
Where did you complete your apprenticeship?
Firm name ______________________ Address ____________________

WORK HISTORY

Employer Start with last or present employer	Name your job and detail what you did.
Firm's name ______________ City ______________ Kind of business ______________ Date you started ______ Date left ______ Pay _____ Why did you leave? ______________	
Firm's name ______________ City ______________ Kind of business ______________ Date you started ______ Date left ______ Pay _____ Why did you leave? ______________	

Continue Work History on back of page.

CHANGE OF ADDRESS ORDER

MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

THIS ORDER PROVIDES FOR THE FORWARDING OF FIRST-CLASS MAIL AND ALL PARCELS OF OBVIOUS VALUE (unless you or the sender direct otherwise)

AFFIX STAMP HERE WHEN MAILED

CHECK IF

FORWARDING POSTAGE IS GUARANTEED FOR

☐ NEWSPAPERS AND MAGAZINES

CHANGE FOR

☐ ENTIRE FAMILY OR FIRM ☐ INDIVIDUAL SIGNER ONLY

CHANGE IS

☐ PERMANENT ☐ TEMPORARY UNTIL (Give date)

ENDORSEMENT OF CLERK OR CARRIER	DATE ENTERED

Postmaster

(Post Office, State, and ZIP Code)

POD Form 3575, Apr. 1965

COMPLETE OTHER SIDE ▶

NAME Print or Type—Last Name First

Effective Date

OLD ADDRESS

House No. and Street, Apt. No.; or Box or R.D. No. (In care of)

Post Office, State, and ZIP Code

NEW ADDRESS

House No. and Street, Apt. No.; or Box or R.D. No. (In care of)

Post Office, State, and ZIP Code

SIGN HERE (If signed as agent, include title) DO NOT print or type

X ____________________

COMPLETE OTHER SIDE

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 *Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (*First Name*) (*Middle Name or Initial—If none, draw line—*) (*Last Name*)

2 *Print* FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (*Month*) (*Day*) (*Year*)

3 PLACE OF BIRTH (*City*) (*County if known*) (*State*)

7 YOUR PRESENT AGE (*Age on last birthday*)

4 MOTHER'S FULL NAME AT HER BIRTH (*Her maiden name*)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (*Regardless of whether living or dead*)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (*Number and street*) (*City*) (*State*) (*ZIP Code*)

12 TODAY'S DATE

13 *Sign* YOUR NAME HERE (*Do Not Print*)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

FORM W-4 (Rev. July 1964)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Print full name .... Social Security Account Number ....

Print home address .... City .... State ....

EMPLOYEE:
File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER:
Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE, and you claim your exemption, write "1", if you do not, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (*a*) If you claim both of these exemptions, write "2"
   (*b*) If you claim one of these exemptions, write "1"
   (*c*) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (*a*) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (*b*) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under instruction 3 on other side.) . . . .
5. Add the number of exemptions which you have claimed above and write the total . . . . ☐
6. Additional withholding per pay period under agreement with employer. *See* Instruction 1 . . . . . $

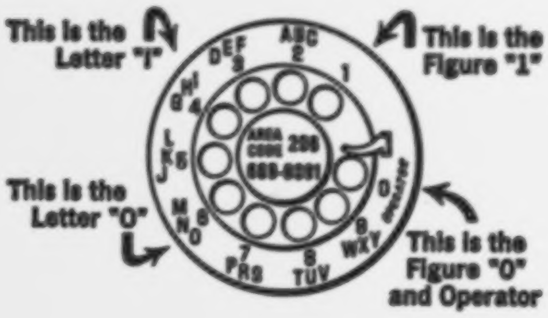
I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) ...., 19...... (Signed) ....

general information

telephone tips

Be sure you do not confuse a letter with a figure when you are dialing a call.


This is the Letter "I"
This is the Figure "1"
This is the Letter "O"
This is the Figure "O" and Operator
ABC 2
DEF 3
GHI 4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
0 Operator
1
AREA CODE 206
999-9991

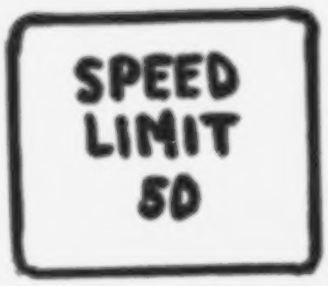
good service starts with careful dialing

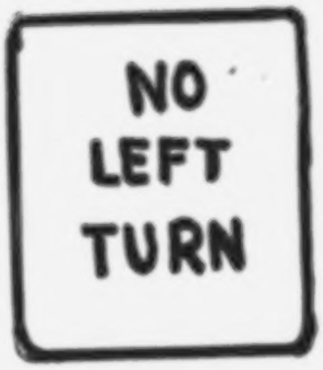
1. Look up the Number
2. Jot it down
3. Listen for the Dial Tone
4. Dial Carefully

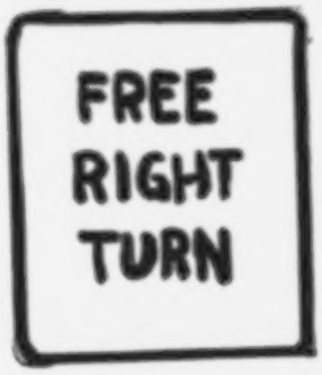
your telephone operator

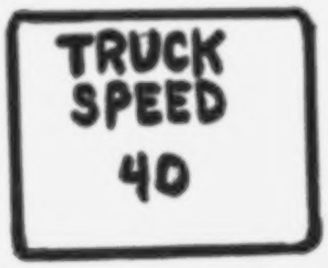
Just dial "Operator" if you need assistance on any type of call.

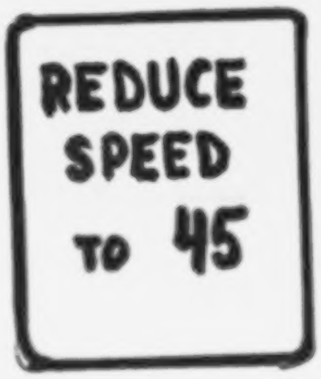
She is always there and will be happy to help you.

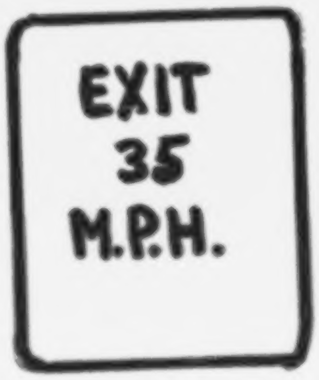

SPEED
LIMIT
50

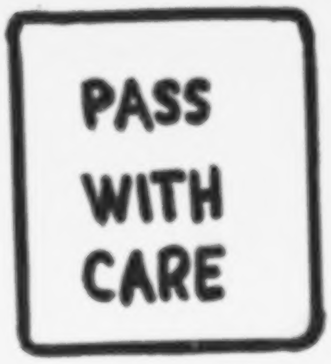

NO
LEFT
TURN

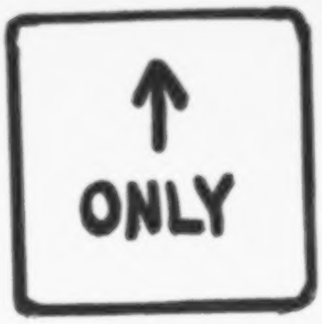

FREE
RIGHT
TURN

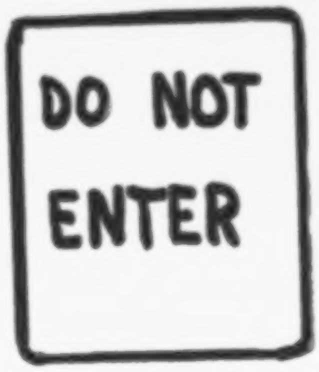

TRUCK
SPEED
40

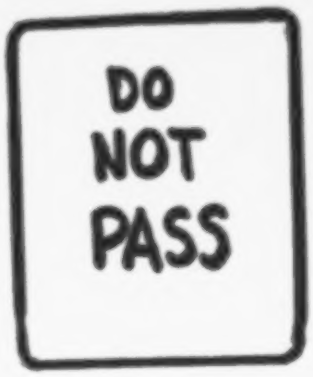

REDUCE
SPEED
TO 45

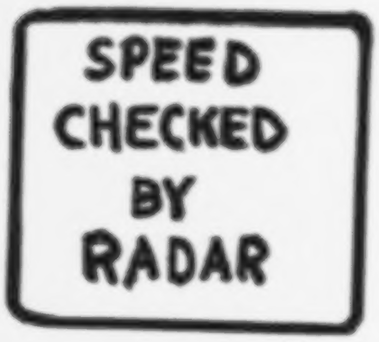

EXIT
35
M.P.H.

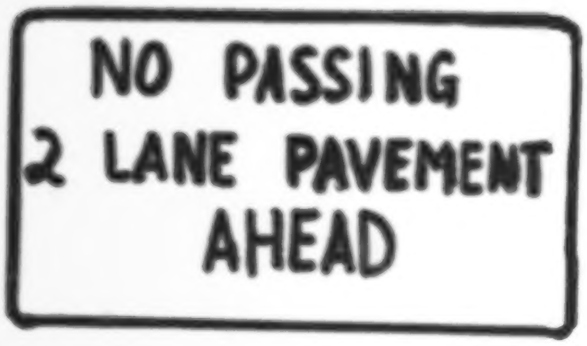

PASS
WITH
CARE

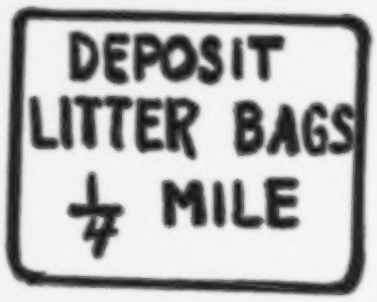

↑
ONLY

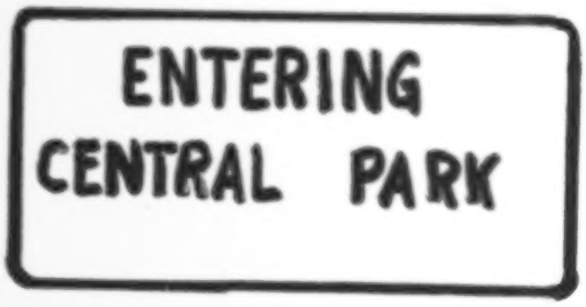

DO NOT
ENTER

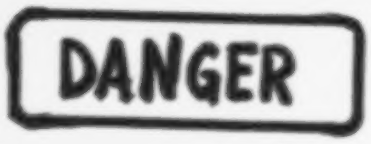

DO
NOT
PASS

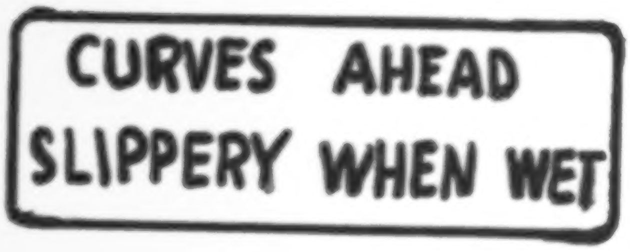

SPEED
CHECKED
BY
RADAR

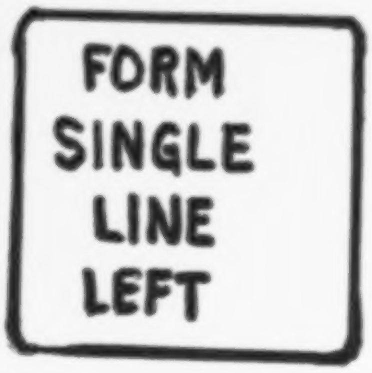

NO PASSING
2 LANE PAVEMENT
AHEAD

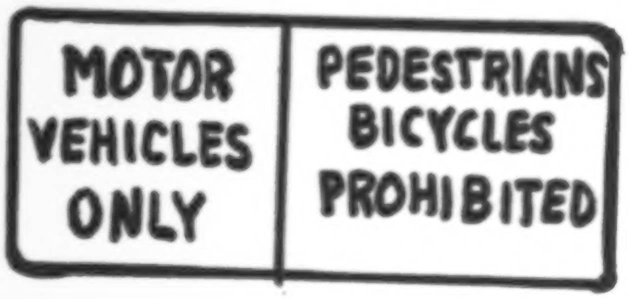

DEPOSIT
LITTER BAGS
¼ MILE

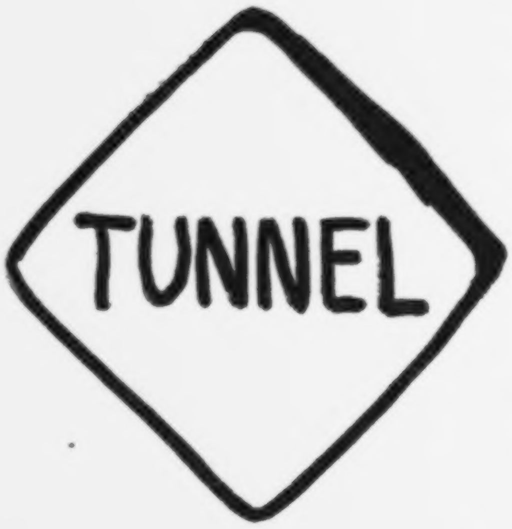

ENTERING
CENTRAL PARK

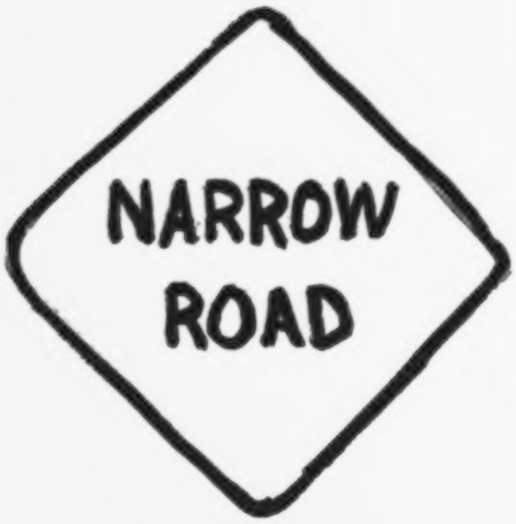

DANGER

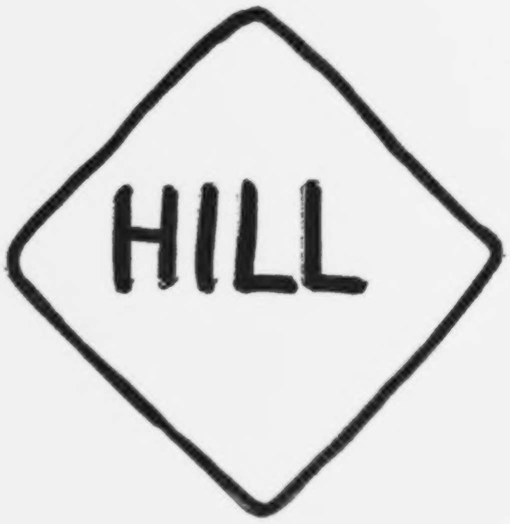

CURVES AHEAD
SLIPPERY WHEN WET

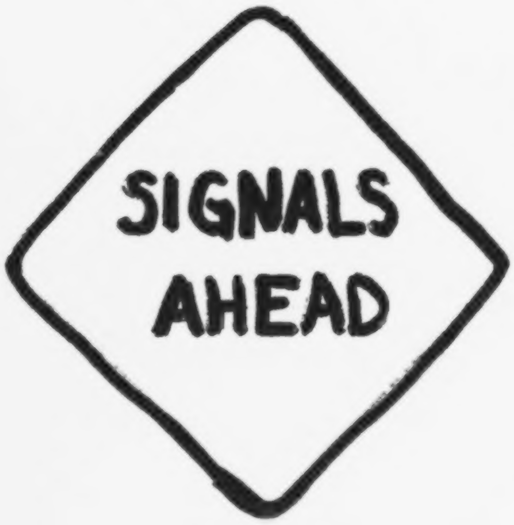

FORM
SINGLE
LINE
LEFT

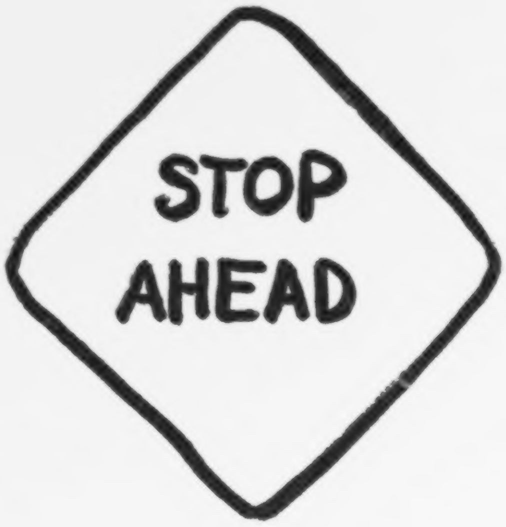

MOTOR
VEHICLES
ONLY
PEDESTRIANS
BICYCLES
PROHIBITED

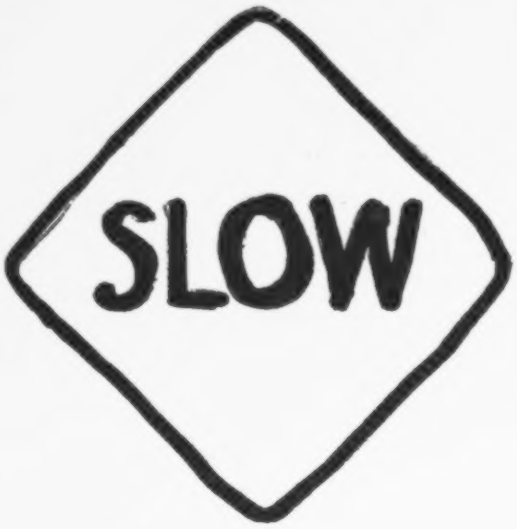

TUNNEL


NARROW
ROAD


HILL


SIGNALS
AHEAD


STOP
AHEAD


SLOW

ENTRANCE | EXIT

NO SMOKING

DANGER – HIGH VOLTAGE

FIRE ESCAPE

POISON | ANTIDOTE

KEEP OUT

GENTLEMEN | LADIES

MEN | WOMEN

RESTROOMS

KEEP OFF THE GRASS

WARNING
HIGHLY INFLAMMABLE

DANGER – EXPLOSIVES

DOCTOR

DENTIST

POLICE

AMBULANCE

A B C D E F G H I J K L M N
a b c d e f g h i j k l m n
A B C D E F G H I J K L M N
a b c d e f g h i j k l m n

O P Q R S T U V W X Y Z
o p q r s t u v w x y z
O P Q R S T U V W X Y Z
o p q r s t u v w x y z

Some barges come to Vancouver.

Sometimes the barges have grain.

Sometimes they bring grain down the river.

Sometimes they dock at the Grain Elevator.

A tugboat brings the barge down the river.

The tugboat brings the barge to the dock.

Men take the grain out of the barge.

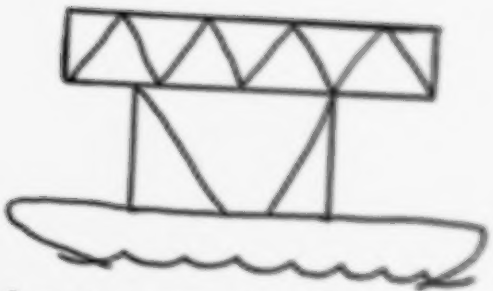
They put the grain in the grain elevator.

Some day a ship comes to get the grain.

The ship goes down the river and out to sea.

The ship may take the grain far away.

grain______ elevator________ far_____
bring______ tugboat________ away_____
take______ barge ________ sea _____



At the Vancouver Shipyard men are building something. It is a bridge span. The span is a part of a bridge. The span will be 15 to 20 feet tall. It is up on a support 100 feet tall. The tall support is on a barge. Men are building the span up on the support. The span will be 354 feet long. Some day they will float the barge down the Columbia River to Astoria.

___ span
___ some
___ tall
___ feet
___ on
___ support

up or support ______
down ______
day ______
do ______
long ______

build ______
barge ______
bridge ______
feet ______
float ______

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